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Ministry of Education
Ontario

The Honourable Chris Ward, Minister
Bernard J. Shapiro, Deputy Minister

Curriculum Guideline

MODERN LANGUAGES
Appendixes A - J

Intermediate and Senior Divisions

CURRICULUM RESOURCES
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OBJECTIVES AND SAMPLE ACTIVITIES

This appendix lists the objectives of the modern languages program together with suggested activities for each objective. The four columns at the far right indicate the program levels for which each activity is appropriate. If an objective is not suited to a particular level of difficulty, no activity is starred for that level. In every case the activity must be adapted to the students' level of language competence.

Listening

Objectives	Sample Activities for Language Development and Assessment	Basic	General	Academic	Advanced
1. DEVELOP GENERAL LISTENING STRATEGIES					
The program should help students to develop the ability:	Students can:				
. to listen attentively;	. listen and respond actively to statements, questions, and commands given by the teacher or other students;	*	*	*	*
	. listen and react to songs, poems, anecdotes, or stories;	*	*	*	*
	. participate in language games requiring accurate listening;		*	*	*
	. draw accurate pictures from oral instructions of, for example, a route, a house or room plan;		*	*	*

Listening (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade	Sequenced	Advanced	Accelerated
	. participate in class discussion to demonstrate an understanding of a preceding conversation;		*	*	*	
. to retain what they have heard;	. participate in activities involving the accumulation of vocabulary such as 'Packing my suitcase';	*	*	*	*	
	. follow and understand dialogues, conversations, narrations, and presentations, and retell them in sequence;		*	*	*	
	. follow extended directions;			*	*	
. to grasp the general meaning of a situation using all available clues;	. arrange a set of illustrations in appropriate sequence after listening to a story or anecdote;	*	*	*	*	
	. interpret, from a speaker's facial expression, tone of voice, and gesture, different underlying messages conveyed through the same utterance, stated as a fact, or with fear, surprise, anger or pleasure;	*	*	*	*	
	. illustrate, dramatize, and mime stories or incidents;	*	*	*	*	

Listening (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Sage	Advanced	Advanced
	. answer general questions;	*	*	*	*
	. retell in their own words something they have heard - an anecdote, news item, or conversation;		*	*	*
	. take notes;				*
. to extract specific information from continuous speech appropriate to their level of language competence;	. illustrate stories or dialogues;	*	*	*	*
	. select or complete appropriate pictures;	*	*	*	*
	. extract from what they hear information requested in advance;		*	*	*
	. fill in words omitted from transcripts of live or recorded speech;		*	*	*
. to understand precisely structures and vocabulary within a context when the purpose requires it;	. select or supply the most appropriate completion or rejoinder to something they have heard;	*	*	*	*
	. gather specific information from someone in person or on the telephone;	*	*	*	*
	. distinguish grammatical contrasts and tense differences;	*	*	*	*

Listening (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade	Advanced	Advanced
	. fill in specific words omitted from the transcript of a recorded song or broadcast after hearing the song or broadcast;		*	*	*
	. take dictation;		*	*	*
	. participate in debates;				*
. to understand unedited authentic public presentations.	. hear and understand guest speakers, live or recorded interviews, plays, films, and debates.				*
2. APPRECIATE DIFFERENCES IN PRONUNCIATION AND INTONATION					
The program should help students to sharpen their perception of spoken language by learning:	Students can:				
. to hear standard language accurately enough to reproduce it;	. mimic live or taped models;	*	*	*	*
	. learn songs and poems from oral models;	*	*	*	*
	. supply words omitted from songs, poems, or stories;	*	*	*	*

Listening (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade Level	Secondary	Advanced
	. distinguish grammatical contrasts and tense differences;	*	*	*	*
	. distinguish accurate from inaccurate spoken language in classroom exchanges;		*	*	*
. to recognize differences in intonation;	. distinguish between statements and questions;	*	*	*	*
	. imitate intonation of phrases and sentences;	*	*	*	*
. to recognize distinctive differences in accent, dialect, and levels of language.	. understand minor deviations from standard language;		*	*	*
	. identify accent, dialect, and level of language in selected speech samples;				*
	. recognize and respond appropriately in conversation or writing to language used for formal or casual purposes.				*

Listening (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Beginning	Intermediate	Advanced	Accelerated
3. UNDERSTAND A VARIETY OF SPEAKERS IN A VARIETY OF CONTEXTS						
The program should help students to develop the ability to understand the language spoken by:	Students can:					
. a single speaker directing remarks to a listener and concerned with communicating;	. participate in exchanges with the teacher, individual students, or another speaker;	*	*	*	*	
	. act on instructions or information provided in person or on the telephone;	*	*	*	*	
. a small group exchanging comments using structures and vocabulary within the listener's grasp;	. participate in small-group language practice;	*	*	*	*	
	. participate in the preparation and presentation of dialogues, skits, and dramatizations;	*	*	*	*	
	. participate in small-group discussions of reading or cultural material;		*	*	*	

Listening (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic Grade Average	Advanced Grade Average	Advanced Placement
. a variety of speakers talking on familiar topics;	. participate in classroom discussions;		*	*	*
	. participate in chain stories;		*	*	*
	. participate in everyday conversations or conduct interviews;		*	*	*
. speakers making oral presentations to a group;	. understand and react to prepared presentations by students, the teacher, or guest speakers;		*	*	*
	. grasp the sense of a religious service or a public presentation in the language;				*
. actors in films, plays, and television broadcasts;	. grasp the sense of and discuss films, stage performances, and television broadcasts;				*

Listening (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Guided	Independent	Advanced
. speakers on tape, the telephone, and radio;	. understand and react to speakers on tapes or on the telephone;		*	*	*
	. understand and discuss tapes and radio broadcasts;		*	*	*
. speakers exhibiting a variety of accents, levels of language and dialects.	. understand and converse with speakers who use non-standard language.		*	*	*
4. INCREASE THE COMPLEXITY OF LANGUAGE UNDERSTOOD					
The program should help students at all levels to understand spoken language involving increasingly broad vocabulary and complex structures in:	All of the activities suggested under objectives 1, 2, and 3 will help students to meet this objective. As their mastery increases, students will require less visual support to aid comprehension.				
. contexts that they have learned;		*	*	*	*

Listening (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic Grammar	Basic Grammar Advanced	Basic Vocabulary	Basic Vocabulary Advanced
. new combinations of known structures and vocabulary;		*	*	*	*
. exchanges on familiar topics where the meaning of new words and structures may be inferred from contextual or structural clues;			*	*	*
. standard language spoken without stylistic difficulties on subjects that interest them.				*	*

Speaking

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade	Sequenced	Advanced	Accelerated
1. DEVELOP SPEAKING CONFIDENCE						
The program should help students to develop and maintain the confidence:	Students can:					
. to participate voluntarily in communication even though they risk error in expression;	. participate in classroom procedures;	*	*	*	*	
	. speak the language outside the classroom;		*	*	*	
. to persist in the effort to communicate.	. ask questions when they have not understood;	*	*	*	*	
	. use visual support for clarification;	*	*	*	*	
	. use facial expression, gestures, and tone of voice to reinforce meaning;	*	*	*	*	
	. rephrase and clarify their speech for listeners when they have not been understood.		*	*	*	

Speaking (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade	Age	Advanced
2. REFINE PRONUNCIATION AND INTONATION					
The program should help students to develop the ability, within the context of meaningful speech:	Students can:				
. to pronounce the language with phonemic accuracy;	. mimic a live or recorded model;	*	*	*	*
	. learn songs and poems from an oral model;	*	*	*	*
	. supply omitted words in songs, poems, or stories;	*	*	*	*
	. make grammatical distinctions and tense differences clear in their pronunciation;	*	*	*	*
	. supply words that contain a sound identified in a given word;	*	*	*	
	. read aloud with phonemic accuracy;	*	*	*	*

Speaking (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grades	Grades	Advanced
. to use correct intonation;	. imitate the intonation of phrases, statements, and questions;	*	*	*	*
	. use correct intonation in expressing thoughts;	*	*	*	*
	. read aloud with correct intonation;	*	*	*	*
. to articulate clearly with the muscular tension and use of stress that are appropriate to the language.	. mimic live or recorded models;	*	*	*	*
	. speak distinctly during classroom procedures;	*	*	*	*
	. read aloud with correct articulation;	*	*	*	*
	. participate in activities involving an accumulation of vocabulary, such as 'I go to the supermarket and I buy ...' or the whisper game, in which clear articulation is essential to success;		*	*	*

Speaking (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Guided	Independent	Advanced
3. FORMULATE AND EXPRESS IDEAS					
The program should help students to develop the ability:	Students can:				
. to convey the general sense of a thought they wish to express by adapting their ideas to the structures and vocabulary of the language they have at their command;	. use the language to express their ideas and needs in class;	*	*	*	*
	. retell in their own words something they have heard or read;		*	*	*
	. participate in role-playing activities;		*	*	*
	. describe a picture and speculate on the events that preceded it or will follow it;		*	*	*
	. conduct a casual conversation with the teacher or classmates about their leisure activities;		*	*	*
	. act out interviews such as one involving a principal, a parent, a teacher, and a student;		*	*	*
	. participate in simulation activities;				*

Speaking (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Generic	Academic	Advanced
. to use structures and vocabulary precisely within a context when the purpose requires it;	. describe a picture in detail;	*	*	*	*
	. supply the most appropriate completion, rejoinder, or equivalent to something they have heard or read;	*	*	*	*
	. participate in games such as Kim's Game, Alibi, Twenty Questions, or describing a mystery person;		*	*	*
	. give a precise oral description of a route, a plan for a building project, or instructions for cooking something;		*	*	*
. to organize their thoughts in order to express themselves directly and briefly;	. ask and answer questions precisely;	*	*	*	*
	. narrate the events shown in a comic strip;	*	*	*	*
	. generate one statement or a series of statements from a stimulus, such as a picture;	*	*	*	*
	. give an impromptu presentation on a familiar topic after two to five minutes' preparation;		*	*	*
	. summarize the essential points of a narration or discussion in appropriate sequence;			*	*

Speaking (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade	Secondary	Advanced
. to use levels of language appropriately.	. prepare and present dialogues between friends, between a parent and a child, between a principal and a student, or between an employer and a job-applicant;		*	*	*
	. participate in spontaneous role-playing activities using various levels of language appropriately;			*	*
	. conduct interviews.				*
. SPEAK TO A VARIETY OF AUDIENCES The program should help students to develop the ability to make themselves understood in the language to:	Students can:				

Speaking (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic Grade Average Advanced
. an individual who is concentrating on the speaker's remarks and trying to understand;	. participate in individual exchanges with the teacher, fellow students, or other selected listeners;	* * * *
	. express personal needs and opinions in simulated or real situations;	* * * *
	. ask for or give directions or instructions in person or on the telephone;	* * * *
	. rephrase and clarify what they have said for listeners on request;	* * *
. a small group discussing topics in language that is within the students' grasp of structures and vocabulary;	. participate in small-group language practice;	* * * *
	. participate in the preparation of dialogues, skits, and dramatizations;	* * * *
	. participate in everyday conversations;	* * * *
	. participate in small-group discussions of reading or cultural material and then present the conclusions to the full class;	* * *

Speaking (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grades	Intermediate	Advanced
a large group in impromptu exchanges;	. participate in classroom activities;	*	*	*	*
	. participate in chain stories;		*	*	*
	. participate in impromptu discussions;		*	*	*
	. comment on presentations;			*	*
a large group in a prepared presentation;	. present dialogues, commercials, skits, and dramatizations to the class or to some other audience;	*	*	*	*
	. make oral presentations to the class based on personal experiences;		*	*	*
	. prepare and tape weather or news reports or interviews;		*	*	*
	. report to the class on current events or on outside reading;			*	*
	. participate in panel discussions or debates;				*
. native speakers of the language in a real situation.	. contribute to the preparation of a tape to be exchanged with a class of native speakers of the language;		*	*	*
	. participate in student exchanges;		*	*	*

Speaking (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Gaining	Intermediate	Advanced	Advanced
	. express their needs or ideas in telephone conversations with native speakers;			*	*	
	. interview local native speakers;			*	*	
	. participate in discussions with guest speakers.				*	
5. INCREASE THE COMPLEXITY OF LANGUAGE USED						
The program should help students in all levels to express thoughts that demand increasingly broad vocabulary and complex structures in:	All of the activities under objectives 1, 2, 3, and 4 will assist students to meet this objective.					
. contexts with which they are familiar;		*	*	*	*	
. situations requiring new combinations of known structures and vocabulary;		*	*	*	*	

Speaking (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade	Assessed	Advanced
. exchanges on familiar topics;		*	*	*	*
. prepared presentations.			*	*	*

Reading

A clear distinction should be made betweeen oral reading, intended to develop or permit assessment of pronunciation, intonation, and articulation skills, and silent reading, intended to provide students with information or pleasure. Oral reading is essentially a speaking skill and has been included under speaking objectives. These objectives, then, refer to silent reading. Sound-symbol relationships are included in the writing section; they should not receive undue emphasis when students are reading for meaning.

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade	Science	Advanced	Academic
1. EXTEND READING STRATEGIES The program should help students to develop the ability:	Students can:					
. to recognize, in a meaningful written context structures and vocabulary that they have learned orally;	. read materials that have been taught orally;	*	*	*		
	. read and organize scrambled sentences or stories, or match halves of sentences;	*	*	*		
	. read anecdotes created orally by a group of students and written down by the teacher;	*	*	*	*	
	. read materials created from structures and vocabulary that they know;	*	*	*	*	

Reading (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade Level	Grade Level	Grade Level	Advanced
	. create sentences from known words and structures that they cut out of magazines or newspapers;		*	*		
	. participate in learning games such as Concentration;		*	*	*	
	. read one another's compositions;		*	*	*	
. to use all available clues - context, structure, form, and graphic symbols - to determine meaning;	. match sentence halves;	*	*	*		
	. supply the missing words in continuous passages from which words have been deleted at regular intervals using the Cloze technique;	*	*	*	*	
	. predict the main idea of a passage from its illustration, title, or topic sentence;		*	*	*	
	. supply or select answers that show that they have correctly inferred the meaning of a limited number of new words distributed throughout a passage;		*	*	*	
	. recognize, in context, known prefixes, suffixes, and roots;		*	*	*	
	. recognize, in context, cognates of English words;		*	*	*	
	. distinguish, in context, between words which are confusingly similar;		*	*	*	

Reading (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade	Average	Advanced
. to use a bilingual dictionary effectively.	. search out the meanings of common dictionary abbreviations;		*	*	*
	. assume responsibility for dictionary searches, looking up words needed by the class;		*	*	*
	. prepare for classmates a vocabulary list for a passage that has no glossary, such as a newspaper or magazine selection.			*	*
2. DEVELOP FLUENCY IN READING					
The program should help students to gain confidence and skill in:	Students can:				
. attempting to infer meaning from context, and refining or correcting the meaning inferred as they read further;	. fill in the blanks in a Cloze passage;		*	*	*
	. read a complete passage without reference to a dictionary and give its general meaning;		*	*	*
	. expand a telegram, headline, or want ad into a complete message;		*	*	*
	. read a topic sentence, predict what is to follow, and verify the prediction by reading the complete paragraph;			*	*

Reading (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grades	Grades	Grades	Advanced
. reading with only a limited use of the dictionary;	. read selected passages at sight and select or supply answers to questions about them;		*	*	*	
	. read one page of a text and choose the five words most essential to look up;		*	*	*	
	. read the script of a filmstrip, videotape, or film they have seen;			*	*	
	. read independently, for general plot development only, selected sections of a work they are studying;			*	*	
. adjusting their reading precision and rate to suit different purposes	. scan the headlines on a newspaper page to locate an article on a given topic;		*	*		
	. read a passage within a limited time and answer questions on it that have been provided in advance;		*	*	*	
	. answer detailed questions on a passage;			*	*	
	. read one section of the work they are studying for main points, and then read it intensively for detail.			*	*	

Reading (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade	Secondary	Advanced
3. READ TO LEARN The program should help students to learn:	Students can:				
. to extract selected information from a passage;	. find the answers to specific, preassigned content questions (completion, true-false, or sentence answers might be required);	*	*	*	*
	. participate in learning activities such as a treasure hunt in which one printed clue leads to another;		*	*	*
	. gather from a passage the information pertinent to a particular classroom discussion;		*	*	*

Reading (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade	Advanced	Adult
. to read for comprehension of ideas, not merely of individual words;	. supply titles for passages or stories;	*	*	*	*
	. put separate sentences into an appropriate sequence;	*	*	*	*
	. make plot outlines in point form;		*	*	*
	. identify the theme of a story or poem;			*	*
	. give résumés of stories or articles they have read;			*	*
	. edit for clarity and coherence their own or a classmate's writing;			*	*
. to understand precisely structures and vocabulary within a written context when the purpose requires it;	. draw, after reading a passage, an accurate diagram or picture of a route, a character, or the plan for a room or building;	*	*	*	*
	. read and complete official forms such as applications or hotel registration forms;		*	*	*
	. distinguish between grammatical forms where necessary;		*	*	*

Reading (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade	Basic	Advanced	Advanced
	. use accurately in sentences words which are easily confused;			*	*	
	. identify the type of idea expected after connectives such as but, nevertheless, moreover, in addition, however, besides.			*	*	
. to extend their knowledge of vocabulary and structures through reading.	. select from a dictionary the appropriate English meaning of new words;		*	*	*	
	. supply or select answers to questions on a passage that require the use of new structures and vocabulary from the passage;		*	*	*	
	. convert narrative passages to dialogues and dialogues to narrative passages.		*	*	*	

eading (continued)

bjectives	Sample Activities for Language Development and Assessment	Basic	Grades	Grades	Grades	Advanced
. STUDY THE QUALITIES OF READING MATERIAL						
The program should help students to identify and begin to analyze critically:	Students can:					
. plot, character, and setting;	. sketch on the chalkboard a backdrop for dramatizing a particular scene;	*	*	*	*	
	. draw a map or diagram of the setting and situate events on it;		*	*	*	
	. cast the various characters in a story or play and justify their choices;		*	*	*	
	. suggest the physical appearance and costumes of the characters and justify their choices;		*	*	*	
	. describe an appropriate stage setting for a story;		*	*	*	
	. at critical points in the development of a plot, predict different directions that the plot might take;		*	*	*	
	. identify the five to ten events most significant to the plot development and justify their choices;			*	*	
	. chart the development of a plot;			*	*	

Reading (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	General	Advanced	Academic
	. identify the dominant element - plot, character, or setting - in the work they are reading;			*	*
	. analyse the development of a central character;				*
	. retell all or part of the plot from the point of view of different characters;				*
. mood, form, and style;	. identify expressions in a prose passage or poem that help to create a mood;			*	*
	. change the mood of a sentence or passage by replacing some words;			*	*
	. discuss the effect of repetition in a poem, song, or ballad;			*	*
	. justify the divisions the author has made in a work - chapters, parts, scenes, acts, verses;			*	*
	. discuss the levels of language used as they relate to the age, situation, class, and outlook of the characters;				*

Reading (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Beginning	Average	Advanced
	. aspects of culture reflected in their reading material;			*	*	*
	. the works of significant literary figures.					*
. READ MATERIAL OF INCREASING COMPLEXITY						
The program should help students in all levels to learn to read selections involving increasingly varied vocabulary and complex structures in:	All of the activities listed under objectives 1, 2, 3, and 4 will assist students to meet this objective. Students learn to read by reading. To encourage them to read enough to develop competence, they should be provided with opportunities to read:					
	. easy material that they can read independently;	*	*	*	*
	. material with which they require some assistance;	*	*	*	*
	. light selections that they can read for pleasure or information;			*	*	*

Reading (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grades	Intermediate	Advanced
	. selections that they can study in detail;		*	*	*
	. materials that reflect both their literary and non-literary interests.			*	*
. contexts that have been experienced orally;		*	*	*	*
. passages containing new combinations of known structures and vocabulary;		*	*	*	*
. passages in the standard language without stylistic difficulties, on subjects of interest to the students;			*	*	*

Reading (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic Grade Level Advanced
. passages on familiar topics in which the meanings of new words and structures can be inferred;		* *
. a variety of styles including newspaper and magazine passages, prose, poetry, and drama.		*

Writing

Writing can serve secondary school beginners as a support for the oral introduction of language components; they should write to practise and consolidate their grasp of structures and vocabulary. Students should also write to express their own ideas as early as possible. Frequent opportunities for brief communication in writing should be included in the program.

Objectives	Sample Activities for Language Development and Assessment	Basic Grammar Advanced
1. DEVELOP ACCURACY IN WRITING The program should help students to develop the ability:	Students can:	
. to write with accurate spelling;	. copy, within a context, the vocabulary and structures they have learned orally;	* * *
	. transcribe labels for a diagram or chart;	* * *
	. write out sentences they have pieced together from sentence halves or scrambled words;	* * *

Writing (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Guided	Independent	Advanced
	. assemble with the teacher a list of known words that contain a sound that presents spelling difficulties;	*	*	*	
	. develop sentences from a substitution table;		*	*	
	. select from a passage and list the words that contain a given sound;		*	*	
	. fill in blanks in a familiar context from dictation;		*	*	*
	. write a dictation based on known structures and vocabulary in a familiar or recombined context;		*	*	*
	. proofread their own or their classmates' written work and correct any spelling errors;			*	*
. to use structures and vocabulary accurately in context;	. write exercises designed for language practice <u>in meaningful contexts</u>;	*	*	*	*
	. compose a sentence that uses all the words from a given set;	*	*	*	*
	. incorporate additional elements of the language into a given sentence;	*	*	*	*

Writing (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grades	Secondary	Advanced
	. write an explicit description, for a pen-pal, of a bedroom, home, relative, pet, etc;		*	*	*
	. write directions for reaching a point on a given plan or map;		*	*	*
	. write questions and answers based on a reading; passage;		*	*	*
	. write short personal essays using a language textbook or dictionary to verify the correct use of familiar expressions;			*	*
	. translate sentences or parts of sentences requiring complex structures and idioms that cannot be made clear to English speakers without translation;			*	*
. to use picture and bilingual dictionaries effectively.	. label a diagram or a series of illustrations on a topic relevant to their experience;	*	*	*	*
	. prepare for classmates a short list of vocabulary useful for writing about a topic;		*	*	*
	. skim the available dictionaries to discover the the organization and terminology used.			*	*

Writing (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade	Intermediate	Advanced
2. DEVELOP CONFIDENCE IN WRITING					
The program should help students to develop and maintain the confidence:	Students can:				
. to express their ideas in writing by adapting them to the structures and vocabulary that they have at their command, although they risk error in expression;	. adapt dialogues that they have studied so that they express personal ideas;	*	*	*	*
	. write a post card to a friend;	*	*	*	*
	. write instructions to a babysitter, a paper carrier, a delivery person;	*	*	*	*
	. develop new dialogues;		*	*	*
	. keep a diary or log;		*	*	*
	. write letters or parts of letters in the language to a correspondent;		*	*	*
	. write a caption for a cartoon or fill in the dialogue for a comic strip;		*	*	*
	. write advertisements or news items for a class newspaper;		*	*	*
	. write a paragraph comprised of the answers to a series of questions;		*	*	*

Writing (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grades	Intermediate	Advanced
	. expand a headline, telegram, or want ad into a complete message;		*	*	*
	. write a story from a skeleton outline that supplies key vocabulary;		*	*	*
	. write a story based on a picture or series of pictures;		*	*	*
	. write poems that follow a set form or that use a given set of words;			*	*
	. rewrite the ending of a story to alter the outcome;			*	*
	. write a descriptive, narrative, or expository paragraph;			*	*
	. record points of discussion for a small group or the class;				*
	. write a newspaper column, an editorial, or an article on a school or local event;				*
	. write their opinions on a controversial issue;				*
	. take notes on a presentation, film, or recording;				*

Writing (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade	Secondary	Advanced
. to persist in their effort to communicate in written form.	. clarify an idea in writing with the help of diagrams;		*	*	*
	. submit a piece of writing to a classmate for comment, and rephrase sections that are not understandable;			*	*
	. by using approximations or circumlocutions, complete a writing task without leaving blanks or using English words.			*	*
3. FORMULATE AND EXPRESS IDEAS					
The program should help students to develop the ability:	Students can:				
. to organize their thoughts in order to express themselves directly and briefly;	. write short personal essays based on a chalkboard outline that the teacher has developed with the class;		*	*	*
	. convert a series of written answers into continuous prose using pronouns, connectives, subordination, and co-ordination;		*	*	*

Writing (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	General	Intermediate	Advanced
	. write short business letters following a model;		*	*	*
	. after a group brainstorming session on a given topic, organize selected points into a coherent paragraph or series of paragraphs;			*	*
	. write short personal essays based on their reading or experience;			*	*
	. edit and revise their first drafts of short essays in order to achieve smoother and more concise prose;			*	*
	. write, for the book jacket, a résumé of a work they are studying;				*
. to be exact and sensitive in their use of language.	. write precise instructions directing a classmate to a particular spot in a treasure hunt;			*	*
	. write advertisements for products;			*	*
	. work in small groups to develop a list of words that convey a common idea, such as verbs of speaking, adjectives of size, or exclamations;			*	*

Writing (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic Grammar and Advanced Grammar
	. supply the appropriate salutation and termination for a letter to a friend, to an organization, or to an official, using a reference book;	* *
	. edit and revise their first drafts to increase the variety of expressions and structures used;	*
	. change the tone of a passage by replacing verbs or modifiers;	*
	. write a letter of recommendation or a letter of of condolence, based on examples.	*
. TO WRITE INCREASINGLY COMPLEX MATERIAL		
The program should help students to learn to write using a broader vocabulary vocabulary and more complex structures in:	All of the activities suggested under objectives 1, 2, and 3 will assist students to meet this objective. Students learn to write by writing. To encourage them to write enough to develop competence, they should be provided with frequent opportunities to write:	
	. short reminders, messages, posters, advertisements, and announcements;	* * * *
	. diary entries;	* * *

Writing (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grades	Basic Science	Advanced	Advanced Placement
	. brief correspondence;		*	*	*	
	. answers to questions on reading material;		*	*	*	
	. short paragraphs;		*	*	*	
	. newspaper headlines, articles, sports or social reports, and editorials;		*	*	*	
	scripts;			*	*	
	. poems;			*	*	
	. short personal essays.			*	*	
	Students' writing should not be limited to the quantity that teachers can correct in detail. Editorial partners or groups can be established to help students improve pieces of writing and to select the best items for formal evaluation.		*	*	*	
. the transcription of material that has been learned orally;		*	*	*	*	
. new combinations of known structures and vocabulary;		*	*	*	*	

riting (continued)

bjectives	Sample Activities for Language Development and Assessment						
		Basic	Guided	Sentence	Creative	Advanced	
guided compositions;			*	*	*		
the expression of their own ideas on familiar topics in functional and creative writing.				*	*		

The Structure and Functioning of Language

The aim of the modern languages program is to help students develop the ability to use the language to communicate. An awareness of the structure and functioning of language can enable students to advance from learning by imitation to generating new expressions based on an understanding of language patterns.

Students are likely to comprehend generalizations best if they derive them inductively from pertinent speech samples elicited by the teacher through planned questions. In the Intermediate and Senior divisions, the deliberate development of generalizations will prove a useful complement to functional language learning. This consciousness of language can also make students more thoughtful in their use of English.

It is expected that instruction in the structure and functioning of language, like that in other aspects of the program, will be carried on in the language being taught. The use of language terminology should be limited, but students do need some basic terminology to develop generalizations and to facilitate and refine classroom communication about language. Knowledge of terminology will also help students to use their textbooks to progress on their own. The aim of the program is, however, not to develop grammarians, but to develop competent language users.

he Structure and Functioning of Language

t is inappropriate to pursue most of these objectives with students in basic-level rograms. Such students will learn the language most comfortably by imitation and odelling, without analysis.

bjectives	Sample Activities for Language Development and Assessment	Basic	General	Academic	Advanced
. DEVELOP AWARENESS OF LANGUAGE FORMS AND PATTERNS					
The program should help students to acquire:	Students can:				
. a growing knowledge of the patterns of spelling;	. assemble with the teacher a list of words that contain a sound that presents spelling difficulties;		*	*	
	. select from a passage and list words that contain a given sound;		*	*	
	. write practice dictations that include new vocabulary;		*	*	*
	. collect cognates in which a standard change occurs between English and the language;		*	*	*

The Structure and Functioning of Language (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade	Science	Advanced	Academic
. an understanding of word formation;	. divide words into prefixes, roots, and suffixes;		*	*	*	
	. form adverbs from adjectives;		*	*	*	
	. identify words having the same root, e.g., to sign, - signature; long - to lengthen; joy - joyful;		*	*	*	
	. deduce meaning from the root of words, e.g., sun - sunny;		*	*	*	
	. deduce the meanings of words from prefixes and roots, e.g., mis + understand/place/spell; un/re/over + do;		*	*	*	
	. identify patterns in stem-changing verbs and in groups of irregular verbs;		*	*	*	
	. use prefixes and suffixes to create nouns/ adjectives/verbs/adverbs from root words;			*	*	
	. create the diminutive or the feminine form of words, if the language uses them, by following standard patterns, e.g., kitchen/kitchenette, actor/actress;			*	*	

he Structure and Functioning of Language (continued)

bjectives	Sample Activities for Language Development and Assessment	Basic	General	Advanced
. a growing knowledge of standard grammatical forms and terms.	. collect related nouns, adjectives, verbs, or adverbs useful for describing a theme or expressing a common idea;		*	*	*
	. indicate an awareness of parts of speech such as nouns, verbs, adjectives, or adverbs by supplying the appropriate type of word to fill blanks in sentences;		*	*	*
	. use simple language terms such as "noun" and "verb" and tense names to facilitate corrections.		*	*	*
. DEVELOP THE ABILITY TO ANALYSE STRUCTURES					
The program should help students to develop the ability:	Students can:				
. to make generalizations about the language;	. identify the distinguishing features of a verb form or a structure in examples elicited from the class by the teacher;		*	*	*
	. formulate a rule - for instance, in English, the use of the auxiliary "do" to form questions and negative sentences - after having examined a number of examples;		*	*	*

The Structure and Functioning of Language (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grades	Intermediate	Advanced
. to make analogies in the language from patterns they have learned.	. supply, following regular models, the feminine or diminutive forms of words;		*	*	*
	. predict the correct forms of an adjective from a known adjective that follows the same pattern, e.g., formless/hopeless, hopeful/truthful;		*	*	*
	. supply a verb in the appropriate tense to complete a sentence, inferring the correct tense from adverbial expressions or the tenses of verbs provided;		*	*	*
	. apply their knowledge of the formation of an irregular verb to related verbs.			*	*
3. DEVELOP LEARNING SKILLS The program should help students to develop:	Students can:				
. effective language-learning strategies.	. organize their notes, exercises, or class tests to facilitate review;	*	*	*	*
	. recognize in context, cognates of English words;		*	*	*

ıe Structure and Functioning of Language (continued)

)jectives	Sample Activities for Language Development and Assessment	Basic	Grade	Senior	Adult	Advanced
	. study and practise structures that do not parallel structures in English;		*	*	*	
	. predict the meaning of unknown vocabulary or forms in a passage from its context;		*	*	*	
	. use a dictionary or vocabulary list to check for meaning, gender, or irregularities in the vocabulary they need for discussion or written expression;		*	*	*	
	. proofread their own or their classmates' work;		*	*	*	
	. edit their first drafts of personal essays using appropriate textbooks or dictionaries to cross-check areas of uncertainty.			*	*	

Culture

It is impossible to teach a language without teaching culture. Languages carry within them the culture, spirit, and philosophy of the people who speak them. To communicate appropriately with other speakers of the language, students must understand the cultural context. Their attitude towards and their interest in the target culture will also influence their achievement.

It is, therefore, an aim of the modern languages program to help students develop sensitivity to the culture of the people whose language they are studying. The program should provide students with opportunities to experience that culture, to develop insight into it, and to understand the contribution of that civilization to the world and to Canada. Students should become aware of the concept of culture and understand that the parts of a culture interact to form a cultural whole.

Students whose parents or grandparents speak or spoke the language they are studying can make a special contribution to the cultural component of the program and derive special benefit from it. Through the cultural component teachers can help all the students develop awareness of the many cultures interwoven in the fabric of Canada.

The term "culture" is used in two senses. It can be defined as the shared life of a community: the way people live, their language, social customs, arts, traditions, values, and the physical environment in which they function. It can also be used more narrowly to refer to great artistic and literary achievements and to the history of a people. While there is a place in the program for both aspects of culture, it is culture in the anthropological sense, the way people live, that should be stressed. Throughout their language study, students should be aware of "learning a people" as well as a language.

The cultural topics that are introduced in the modern languages program must be discussed in that language. This places a necessary restriction on the choice and treatment of topics since there should be an interplay between the study of culture and the development of the students' language competence.

The culture component of the curriculum will be planned by the teacher around topics selected from the list in the Content section of this guideline. By selecting reading materials judiciously and being alert to relevant curricula in other subjects and to available cultural opportunities outside of the school, the teacher can

create a program that integrates culture with language learning.

In the charts which follow, the sample activities listed beside each objective demonstrate how to deal with cultural topics within a modern languages program. The four columns at the right indicate the levels of difficulty for which each activity is suitable. In every case the activity must be adapted to the student's age, interests, and language competence.

ulture

bjectives	Sample Activities for Language Development and Assessment	Basic	Grade	Senior	Advanced
. EXPERIENCE THE CULTURE The program should provide opportunities for students to experience:	Students can:				
. elements of the cultural background that is the frame of reference for people who speak the language;	. collect post cards, greeting cards, stamps and coins;	*	*	*	*
	. visit another class or school where the language is being studied;	*	*	*	*
	. prepare and/or sample foods typical of the culture;	*	*	*	*
	. visit a local restaurant representative of the culture;	*	*	*	*
	. participate in dramatizations of folk tales;	*	*	*	*
	. dramatize or report on the celebration of individual festivals and holidays related to the culture;	*	*	*	*
	. develop or participate in short plays based on historical people or events;		*	*	*
	. stage simulations of events of current interest in the Canadian community or abroad;			*	*

Culture (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Beginning	Intermediate	Advanced
. music, drama, and other art forms appropriate to their age and skill level;	. listen to and sing folk and popular songs;	*	*	*	*
	.participate in folk-dancing, following instructions given in the language;	*	*	*	*
	. become familiar with current popular music groups;	*	*	*	*
	. put together a broadcast of "pop" music as it would be done by a disc jockey;	*	*	*	*
	. listen to classical and traditional music;	*	*	*	*
	. attend performances by local or visiting actors and artists;		*	*	*
	. view films and television programs and listen to radio broadcasts in the language;		*	*	*
. contacts with native speakers of the language.	. exchange letters, tapes, or scrapbooks with penpals, either individually, or as part of a group project;	*	*	*	*
	. participate when a speaker of the language visits the classroom;	*	*	*	*
	. participate in a vacation or study trip to a region where the language is spoken.	*	*	*	*

ulture (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Generic	Advanced	Academic
KNOW ABOUT THE CULTURE					
The program should help students:	Students can:				
. to become familiar with or retain contact with famous people, objects, scenes, or customs that belong to the culture;	. participate when a local speaker of the language demonstrates a tradition, craft, or recipe, or talks about his or her life to the class;	*	*	*	*
	. view films and videotape programs appropriate to their age and skill level that depict people, scenes, or customs belonging to the culture;	*	*	*	*
	. identify from concrete objects, or from photographs, posters, films, and television programs, aspects of the culture, such as well-known political or entertainment figures, scenic or historical landmarks, or examples of arts and crafts;	*	*	*	*
	. visit authentic cultural displays;	*	*	*	*
	. attend appropriate theatrical performances by local or visiting troupes that present authentic examples of the culture;		*	*	*

Culture (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade	Senior	Advanced
. to locate geographical areas relevant to study of the target language.	. draw a map of Canada and indicate cities and areas of significance to the culture in Canada; . indicate on a world map those areas where the language is spoken.	*	*	*	*
		*	*	*	*
3. UNDERSTAND CULTURAL COMPONENTS OF LANGUAGE					
The program should help students;	Students can:				
. to understand and use body language that is appropriate to speakers of the language;	. learn to recognize and imitate gestures commonly used to convey or reinforce meaning, e.g., shrugging one's shoulders, rubbing the thumb and first two fingers rapidly together to indicate "money", and gestures expected by members of the culture such as shaking hands or kissing on both cheeks;	*	*	*	*

ulture (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade	Adv.	Advanced
. to recognize and interpret common colloquial interjections and exclamations;	. recognize and use appropriately common interjections and exclamations;	*	*	*	*
. to identify what cultural and historical references mean to a member of the culture being studied.	. clarify, with the help of the teacher or other resources, cultural and historical references encountered incidentally in reading or viewing;		*	*	*
	. research, study, and discuss cultural and historical events and dates which would parallel parallel events such as Thanksgiving in Canada.		*	*	*

Culture (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grade	Intermediate	Advanced
4. DEVELOP SENSITIVITY TO CULTURE The program should help students to develop:	Students can:				
. an awareness of their own cultural identity;	. compare and contrast features of their own culture important to their age group with the same features in another cultural group;	*	*	*	*
. pride in the tradition and background of their family;	. create with photographs, sketches, or magazine illustrations, a picture history of their family;	*	*	*	*
	. bring to class an object treasured by the family and explain its significance in an oral presentation;	*	*	*	*

Culture (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Generic	Advanced
. sensitivity to similarities and differences between the culture they are studying and English/French Canadian culture;	. prepare for exchange with a class of native speakers or students of the language, a scrapbook or audiotape on their community, their class, a school athletic event, or a holiday;	*	*	*
	. compare advertisements in English and in the language being studied for the same products;	*	*	*
	. make a list of words and expressions used on signs and in advertisements;	*	*	*
. sensitivity to the culture of their fellow-Canadians;	. make an inventory of the surnames in the class and, by discussion with fellow students, trace the origins of these names;	*	*	*
	. make a master calendar showing days in the year significant for different cultural groups represented in the school;	*	*	*

Culture (continued)

Objectives	Sample Activities for Language Development and Assessment	Basic	Grades	Advanced	Advanced Placement
. an appreciation of the transformation that can occur when a culture is transplanted, or when it changes over generations.	. tape an interview with an older member of the culture about his/her educational background, birthday or name day celebrations, or responsibilities in the home;	*	*	*	*
	. compare and contrast ways in which young people of this cultural background met and socialized 50 years ago with the ways they meet today.		*	*	*

1. BASIC SOCIAL CONVENTIONS

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH
greetings, forms of respect Hello, Mr. Brown/Hello, Paula/Hi! Happy New Year! Happy birthday! Best wishes!	greetings, forms of respect Good morning, ladies and gentlemen. Good evening, sir. I'd like to welcome you.	greetings, beginnings of letters Dear Sir:/Dear Mrs. Nagata:/ Dear Vlado:
leave-taking Good-bye./See you later./Take care.	leave-taking I must be going now. It's been good to talk to you. Thank you for a lovely evening. I enjoyed meeting you. When will we see you again?	leave-taking, endings of letters Yours truly,/Sincerely,/Your friend,/Love,
small talk How are you? Not bad, thanks. What's new? What's your name? My name is Avi. Do you know Siew Joon? It's a lovely day today, isn't it? Really? What a shame!	small talk, telephone calls I'd like you to meet my friend. May I introduce Carlos DaSilva? Have you met Wolfram? Have you finished with the paper? Could I have it? Is Nesha in, please? Could I speak to her?	small talk, formulas for letters and telephone calls Have you heard that... They say that.. I was wondering if... Is it true that... I was sorry to hear that....

YEAR 1	YEAR 2	YEAR 3/OAC
1. BASIC SOCIAL CONVENTIONS (continued)		
EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH
small talk (continued)	small talk, telephone calls (continued) Did you read about the hotel fire?	small talk, formulas for letters and telephone calls (continued) You don't mean it! I can't believe that... I would like to submit my application for... I would appreciate receiving a copy of... Would you care to leave a message? Where can he reach you?
being polite, attracting attention Please. Thank you. I beg your pardon. Excuse me. May I leave?	being polite, attracting attention May I help you? To whom did you want to speak? Excuse me, but can I see the principal?	being polite, attracting attention I am sorry to interrupt, but you have a phone call. Would you tell me where the reception desk is, please?
apologizing I beg your pardon. Excuse me. I'm sorry.	apologizing, making excuses I'm sorry I'm late; I missed the bus. I couldn't do my housework because I was away.	

1. BASIC SOCIAL CONVENTIONS (continued)

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH
complimenting Bravo! Well done! Congratulations!	complimenting You look really nice today. That was very good work. What a gorgeous jacket!	
talking during meals I'm hungry. Please pass the pickles. What's for dinner? Do you want some veal stew? It's delicious. Your health! Cheers!	talking during meals Could we order now? I'd like today's special.	talking during meals I would like to propose a toast to the bride. Will there be anything else? No, thank you, I couldn't possibly eat dessert.

COMMUNICATIVE CONCEPTS

1A. BASIC SOCIAL CONVENTIONS

YEAR 1	YEAR 2	YEAR 3/OAC
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun - singular and plural - partitive + noun	nouns - expressing possession - used as adjectives	
pronouns - subject - direct object - interrogative	pronouns - indirect object - object of a preposition	pronouns - indefinite
verbs - present - interrogative and question formulas - imperative - modals (may and want) - dependent infinitive	verbs - simple past - future - perfect - polite conditional - conditional - infinitive constructions	verbs - any useful tense - any needed mood - participles - tense sequence
adjectives - predicate - with the noun - possessive - of quantity - exclamatory		adjectives - after an indefinite pronoun
adverbs - modifying the verb - interrogative	adverbs - modifying an adjective	
other elements - prepositions - impersonal expressions	other elements - coordinate conjunctions - subordinate conjunctions - noun clauses - adverb clauses	other elements - indirect discourse

RELATED VOCABULARY AREAS

socializing: greetings, congratulations, sympathy, compliments, excuses, leave-taking, introductions, idiomatic expressions, gossip, telephone talk; seasons, holidays, weather; health, food, menu; expressing gratitude; attracting attention; interrupting; letters: informal, business, job application; interviews; interjections and exclamations

2. IDENTIFICATION AND DESCRIPTION

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH
What is this/that? It's a...	Whose book is this? It's mine.	Here is something interesting.
Who is at the door? It's...	Show me what you have bought.	There's nothing difficult on the test.
Which dessert do you want? The big orange.	The student who left was ill.	Your hands feel cold.
Is that your car? No, it's my sister's car.	Did you want this shirt or that one? The white one.	That music sounds dreadful.
That's not my raincoat.	Could someone explain what this is?	You look pale.
What city is that? It's Marrakesh.	What kind of fish did he catch?	How did you like the dessert? It tasted delicious.
She is a dentist. He is a doctor.	Her car was less expensive than my motorcycle.	What happened? He was run over by a truck.
She is a Russian but she speaks French.	His dog is bigger than yours.	Of these four items, the second does not belong because it's a vegetable; the others are fruits.
What colour is it? It's blue.	We were going to do the easiest exercise.	The woman sitting on the chesterfield is his great-grandmother.
What is that house like? Small but comfortable.	She says that it's very difficult.	What key do you press to call up the next question? Press "RETURN".
How old is he? Fifteen.	That's such a funny story.	What's that flashing light? It's an ambulance.
How is the weather? It's hot.	I can't do the third question. Can you do it?	Her little nephew was an angel at the wedding; he was a quiet as a mouse.
What do you want? Two hamburgers and some French fries, please.	Who's the man with the red beard?	
What's wrong? I have an earache.	In the family room they have a leather couch and chairs.	
What's he doing? He's reading.		
Which tape did he buy?		

2A. IDENTIFICATION AND DESCRIPTION

YEAR 1	YEAR 2	YEAR 3/OAC
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun - singular and plural - partitive + noun - expressing possession	nouns - used as adjectives	
pronouns - subject - interrogative	pronouns - direct object - indirect object - relative - demonstrative - possessive	pronouns - indefinite
verbs - present - interrogative - simple past	verbs - imperative - dependent infinitive - perfect - past continuous (imperfect) - polite conditional - modals	verbs - infinitive constructions - any useful tense - any needed mood - participles - passive voice
adjectives - predicate - with the noun - demonstrative - possessive - interrogative - of quantity	adjectives - ordinal numbers - comparative - superlative	adjectives - after an indefinite pronoun
adverbs - interrogative	adverbs - modifying an adjective	
other elements - prepositions - negation - coordinate conjunctions - cardinal numbers - impersonal expressions	other elements - subordinate conjunctions - noun clauses - adjective clauses - indirect discourse	

RELATED VOCABULARY AREAS

schools: staff, rooms, classroom objects; family members, kinship; house: rooms, furniture; clothing; foods; colors; animals; weather; professions; nationalities, languages; parts of the body; illnesses; vocabulary for sensory observations, number, size, shape, format, materials; selected technological vocabulary; idiomatic expressions and metaphors

YEAR 1	YEAR 2	YEAR 3/OAC
3. LOCATION		
EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH
Where is your father? At home. Where are the vegetables? There, on the table. Where are you going? To the cafeteria. Where does Rachel go on Thursdays? To the drama club. She works in Sault Ste. Marie. Where are you staying? At our grandmother's. What's your address? I live at 379 King Street. Where does Liu Deming live? Downstairs in the basement apartment. Sign here on the dotted line. John put Question 3 on the board.	Where is the bank? Go straight ahead for three blocks, and then turn right on Main Street. Could you help me? Where is the washroom? It's down the hall, the third door on the right. Budapest is on the Danube River. Windsor is south-west of London. They have just returned from Poland. We will travel to the Orient in July. I wanted to go to the mountains this summer, but Marco prefers the ocean. She was living in the country with her mother.	Is this the house where Dr. Bethune was born? We will need detailed directions to get to Don's office. Suzanne said Tom had located the tickets in the top drawer. The stolen car has been found downtown. Passing through Barrie on Highway 400, we ran into a terrible storm. She always had her hand in her father's pocket. His head is in the clouds.

3A. LOCATION

YEAR 1	YEAR 2	YEAR 3/OAC
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun - singular and plural - expressing possession - used as adjectives		
pronouns - subject - interrogative	pronouns - direct object	
verbs - present - interrogative - imperative - simple past - expressing motion	verbs - dependent infinitive - future - perfect - past continuous (imperfect) - polite conditional - modals	verbs - any useful tense - any needed mood - participles - passive voice - infinitive constructions - tense sequence
adjectives - possessive	adjectives - with the noun - demonstrative - ordinal numbers	
adverbs - modifying the verb - interrogative		
other elements - prepositions - cardinal numbers	other elements - coordinate conjunctions	other elements - subordinate conjunctions - noun clauses - adjective clauses - indirect discourse

RELATED VOCABULARY AREAS

adverbs of location; prepositions needed to express place and direction; rooms in the house and school; parts of a building; geographical features and locations, directions, compass points; idiomatic expressions and metaphors

4. TIME

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH
What time is it? It's 1:00 p.m.	When is the concert? The day after tomorrow.	They had been living in the house for three months when it burned down.
When do we have assembly? At 2:15 p.m.	When did the bus leave? An hour ago.	When you get home, call Ari.
Meet me at 3:30.	How long will they be in Europe? For three months.	As soon as they finish their homework, they will be able to watch TV.
He is never here before 8:00 a.m.	You have until Monday to complete this.	Wait until they arrive.
Flight 439 arrived at 19:50.	I have been waiting for the taxi for an hour.	He said that they wanted to leave in twenty minutes.
Our history classes are in the morning.	It took four hours to do the assignment.	By leaving then, they would get home before dinner.
What day is it? It's Friday.	I think that they will send you the book shortly.	She did not know that they had left five hours ago.
Today is Wednesday, June 5, 1985.	We visited them during the March break.	How long does the roast have to cook? An hour and a half.
When is your birthday? March 24.	Gerhardt was about to have lunch.	First, mix the dry ingredients; then, gradually add milk; next, stir vigorously.
What day is the nurse here? On Thursdays.	They used to go to the movies every Saturday night.	That movie was made in the sixties.
Do you still drive the same car? Not any more.		That castle was built in the 13th Century.
When is Easter this year?		They are planning to have a going-away party for her next week.
		Tell us when the first payment is due.
		We don't know how long we have to write the test.

4A. TIME

YEAR 1	YEAR 2	YEAR 3/OAC
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun - singular and plural - used as adjectives		
pronouns - subject - direct object	pronouns - indirect object - demonstrative	
verbs - present - interrogative - imperative - simple past	verbs - future - perfect - past continuous (imperfect) - infinitive constructions - action continuing into the present - duration of time in the past	verbs - any useful tense - any needed mood - participles - passive voice - tense sequence - expressing implied future - action continuing into the past
adjectives - with the noun - demonstrative - possessive - interrogative		adjectives - ordinal numbers
adverbs - modifying the verb - interrogative		
other elements - prepositions - cardinal numbers - impersonal expressions	other elements - subordinate conjunctions - noun clauses - indirect discourse	other elements - adverb clauses

RELATED VOCABULARY AREAS

time: days, parts of the day, dates, name days, holidays, festivals, months, seasons, hours, half-hours, quarter- hours, minutes, 24-hour schedules; school timetables; age; cardinal and ordinal numbers; adverbs of time: yesterday, the day after tomorrow, then, next, finally, etc.; negative adverbs of time: never, no more, not yet, etc.; school subjects; transportation; meals

5. QUANTITY, EXTENT, AND DIMENSION

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH
There are nine new students in the class.	What size shoes and what size suit do you wear?	Their class got less homework than ours.
How many dogs does he have? Three.	How large is this room? It's 4 metres long by 3 metres wide.	They have a few days left of their holidays.
I need some money. How much? Twenty dollars.	His piece of cake was smaller than mine.	How long did you say that book was? Over 100 pages.
Tando has a lot of friends.	How far is Montreal from here? About 500 kilometres.	There were thousands of people at the concert.
4 X 2 = 8; 137 - 29 = 108.	What is the longest river in the world?	It weighs about 30 kilos - 32 to be exact.
She drank a glass of water.	Juan is 190 centimetres tall and weighs only 80 kilos.	What is the area of a room 5 metres wide by 7 metres long? 35 square metres.
Take two capsules every four hours.	The speed limit is 100 kilometres per hour.	What is the volume of this centimetre cube? 125 cubic metres.
How hot is it outside? 32° Celsius.	The gas tank will be almost empty by now.	How much money has been raised? Including your donation, we have $211.00.
The school is not very far from my street.	Add 15 mL of salt.	
How old is Veronica? Almost 16.	How big was Marietta's car? So big that seven people could ride in it comfortably.	
He is quite ill today.	A kilometre is .6 of a mile.	
	Eggs cost $1.68 a dozen.	
	He was too tired to go to the party.	

5A. QUANTITY, EXTENT, AND DIMENSION

YEAR 1	YEAR 2	YEAR 3/OAC
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun - singular and plural - partitive + noun - expression of quantity + noun	nouns - expressing possession - used as adjectives	
pronouns - subject	pronouns - possessive	
verbs - present - interrogative - imperative - simple past	verbs - dependent infinitive - future - modals - infinitive constructions	verbs - any useful tense - any needed mood - participles - passive voice - tense sequence
adjectives - predicate - with the noun - possessive - of quantity	adjectives - demonstrative - interrogative - comparative - superlative	
adverbs - modifying the verb - modifying an adjective - interrogative		
other elements - prepositions - negation - cardinal numbers - impersonal expressions	other elements - coordinate conjunctions	other elements - indirect discourse

RELATED VOCABULARY AREAS

numbers; arithmetical expressions; expressions of quantity; adverbs of degree: very, too, almost, etc.; formulas for expressing measurement; sizes; temperature; distances; mass; money; prices; mathematics problems; clothes; consumer goods; containers; rooms; foods; recipes; medications; dosages

6. ACTIONS AND INTENTIONS

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH
I am going to the store now.	Ask him to help you with that one.	I want someone to take notes. Ask the person who just came in.
Chaviva walks to school every day.	Helga's group can present its report next.	Would you take me to the library?
What do they want to do now? They are going to clean out the garage.	I would like a coffee. Could you lend me a dollar? Sorry, no.	Could you give her a call?
Paul picked up some bread on the way.	I think you should try to write it this way.	I'm sure you can handle it.
Don't open the door yet.	Could you pass me the dictionary, please? Certainly.	I'm not certain that he would be elected by the students.
You may work on your projects now.	Bharati has to go to the dentist.	We'd be glad to assist in any way possible.
May I watch TV tonight? Yes.	We will be leaving for Ottawa next week.	I'm sorry but I cannot permit you to do that.
Please explain this sentence; I didn't understand it.	I told you not to forget that.	It would be nice if someone offered to do the dishes.
Don't touch that pot! Watch out!	You can do it; you have practised it often.	May I suggest that you begin by making an outline.
It's almost right. Try again.	Please don't give us homework tonight. There's a dance.	I would like to clarify what your job will be.
She cut herself badly.		They refused to donate anything.
		I'd advise you not to say that to him.
		Ligaya had her picture taken.
		The boat was built by that man and his daughter.

6A. ACTIONS AND INTENTIONS

YEAR 1	YEAR 2	YEAR 3/OAC
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun - singular and plural - partitive + noun	nouns - expressing possession	
pronouns - subject - direct object - interrogative - reflexive	pronouns - indirect object - demonstrative	pronouns - indefinite - object of a preposition - relative
verbs - present - interrogative - imperative - simple past - modals (may and want) - dependent infinitive - expressing motion	verbs - future - perfect - polite conditional - infinitive constructions	verbs - any useful tense - any needed mood - participles - passive voice - tense sequence
adjectives - predicate - demonstrative - possessive - of quantity		
adverbs - modifying the verb - modifying an adjective		
other elements - prepositions - negation	other elements - noun clauses - indirect commands	other elements - coordinate conjunctions - impersonal expressions - subordinate conjunctions - adjective clauses - negative with infinitives - causative construction

RELATED VOCABULARY AREAS

formulas of politeness; expressions for command, permission, advice, persuasion, refusal, encouragement, etc.

7. MANNER AND MEANS

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH
Josefina writes well.	How can Angela get home most easily? She can take a taxi or go with Hsu.	She closed the suitcase by sitting on it.
His mother always speaks softly.	How will I know which one is you? I'll be wearing a red carnation.	How could I have known that they were coming by train?
They are working hard.	They used a credit card to pay for the tickets. I have already paid for mine by cheque.	Let me explain how it happened. I was carrying the tray with one hand when Olof bumped into me.
How do you spell "visible"?	Can you tell me how to use this machine? I think you turn it on with this button.	The test was developed on the computer.
How do you say "teacher" in Chinese?	I don't remember how to play that piece.	The house is heated by natural gas.
How did you come to school? On foot or by bus?	You could fix it better with a simple screwdriver.	
You open the door with this key.	I am sure that this is the way to solve the problem.	
How do I find these words? Look them up in the dictionary.	How did you finish this so fast? My friends helped me.	
	Send that package by air mail.	

7A. MANNER AND MEANS

YEAR 1	YEAR 2	YEAR 3/OAC
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun - singular and plural	nouns - used as adjectives	
pronouns - subject - direct object	pronouns - indirect object - object of a preposition - relative - demonstrative - possessive	
verbs - present - interrogative - imperative - simple past	verbs - dependent infinitive - future - perfect - conditional - modals - infinitive constructions	verbs - any useful tense - any needed mood - participles - passive voice - tense sequence
adjectives - with the noun - demonstrative - possessive		
adverbs - modifying the verb - interrogative	adverbs - comparative - superlative	
other elements - prepositions - coordinate conjunctions	other elements - subordinate conjunctions - noun clauses - indirect discourse	other elements - adverb clauses

RELATED VOCABULARY AREAS

adverbs of manner and means; prepositions to express manner and means; transportation; shipping; mail; tools and equipment; recipes; model-building; handicrafts

8. CAUSE AND EFFECT

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH
Why are you studying? We have a test tomorrow.	Suleiman won because he was strong and fast.	He is angry because of what you said.
Leave now or you are going to be late.	Josef is so tall that he had to buy a special bed.	She explained the question in such a way that everyone understood.
Because of the storm he stayed at home.	Because of the school dance, classes end early today.	Dad had Pedro cut the grass.
What starts the program? Press "RETURN".	Since he hasn't arrived yet, we won't be able to go to that movie.	Narinder will come to the party provided that Anne comes too.
Without her glasses Oona doesn't see well.	For what reason does he want to leave?	They say that she saved for months so that she could buy that car.
The red key opens the house door.	If she knew the answer she would tell us.	Jason had his hair cut, finally.
	The car that stopped suddenly caused the the accident. We were watching.	Since $a=b$, then $a^2=b^2$.
	Her accident was due to bad weather.	The Student Council's efforts have resulted in better school spirit.
		I would like to speak in favour of Fatima Oliviera for the following reasons: first, she is the most qualified person; second, she has the time to devote to the position.
		If we had been at Eila's house we would have have helped her.
		The work has been finished so we can leave now.
		Being ill, he was unable to attend.

YEAR 1	YEAR 2	YEAR 3/OAC
8A. CAUSE AND EFFECT		
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun	nouns - used as adjectives	
pronouns - subject - interrogative	pronouns - direct object - indirect object - relative	pronouns - indefinite
verbs - present - interrogative - imperative - simple past - dependent infinitive	verbs - future - perfect - past continuous (imperfect) - conditional - modals	verbs - any useful tense - any needed mood - participles - passive voice - tense sequence
adjectives - with the noun - possessive	adjectives - predicate - demonstrative - interrogative	adjectives - ordinal numbers - comparative - superlative
adverbs - modifying the verb - interrogative	adverbs - modifying an adjective	
other elements - prepositions - negation - coordinate conjunctions	other elements - subordinate conjunctions - adjective clauses - adverb clauses	other elements - noun clauses - indirect discourse - causative construction
RELATED VOCABULARY AREAS		
conjunctions expressing cause and effect: as, because, in order to, since, so, therefore, with the result that...; if..\then; adverbs expressing sequence; situations involving explanations and instructions: sports, crafts, cooking, hobbies, projects; excuses; arguments, debates		

9. EMOTIONS, FEELINGS, WISHES

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH
I am happy. The film is terrible. Do you like to swim? I hate it. Do you want to go sailing? Sure! That's great! Maybe tomorrow. Jamal is terrified of snakes. Is she really going to do that? Is something wrong? I hope not! Are you angry? Not at all! Of course not! What a shame! Martin lost his wallet.	You got the newspaper job? Wonderful! Congratulations. Vincent's mother is seriously ill? Oh, I am so sorry to hear that. They were very pleased with their new stereo. He has always hated that rock group. The committee really appreciated your thoughtfulness. Marina will be very glad to meet him. Would you please stop that? It is annoying the neighbours.	I'm sorry that you lost your cat. I couldn't believe what the announcer was saying! I'm afraid there will be a storm. What a pity that it's raining! I was sad to learn that your father had died. The principal regretted that he couldn't help you. Philip was furious that his car had been stolen . If Veronika had said that to me, I would have felt exactly the same way. Please don't ask me now; I just couldn't talk about it. I was hoping he would be invited to ski this weekend. He is bored because he has nothing to do. Asking her to pay that amount was ridiculous!

9A. EMOTIONS, FEELINGS, WISHES

YEAR 1		YEAR 2		YEAR 3/OAC	
RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular and plural	nouns	- expressing possession - used as adjectives		
pronouns	- subject - direct object - indefinite	pronouns	- demonstrative	pronouns	- object of a preposition - relative
verbs	- present - interrogative - simple past - modals (want) - dependent infinitive	verbs	- future - perfect - polite conditional - modals expanded - infinitive constructions	verbs	- imperative - any useful tense - any needed mood - participles - passive voice - gerunds (verbal nouns) - tense sequence
adjectives	- predicate - exclamatory	adjectives	- with the noun - demonstrative - possessive		
adverbs	- modifying the verb	adverbs	- modifying an adjective		
other elements	- prepositions - negation			other elements	- subordinate conjunctions - noun clauses - adverb clauses - indirect discourse

RELATED VOCABULARY AREAS

exclamations; vocabulary to express: pleasure, displeasure, congratulations, gratitude, hope, disappointment, despair, anger, fear, worry, regret, grief, sympathy, confidence, uncertainty; situations: tests, examinations, sports, shows, parties, lottery, funeral, hospital, wedding, concert, drama, television, hiring, firing, raise

10. JUDGEMENTS AND OPINIONS

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH	EXAMPLES IN ENGLISH
Good work!	You are probably right.	Parking is prohibited on this street.
I like math.	As far as I am concerned, we should finish this first.	Ken's parents don't approve of Marta's smoking.
What a beautiful horse!	According to Han-li, Steve's album is better than mine.	He is the only person who can help me.
Our dog is intelligent but lazy.	We have to start at 8:00 a.m.	That was the best movie I ever saw.
You are wrong. I disagree.	I'll forgive you this time but don't do it again.	The inspector doubted that they could sell that machine; it was defective.
Vittoria writes very well.	I think you have dialed the wrong number.	You have a point, but I still have not been persuaded.
Jonathan can't stand cats.	It's not my fault; it's Lung-Pao's fault.	I was sure that man was Karin's brother. He looks like her.
What do you think? I like him.	This essay is clearly superior to that one.	Despite my better judgement, I went with them.
Don't smoke here!	He appreciated what the teachers were doing for him.	The coach would have approved of our plans.
In my opinion, the questions are too hard.	The class praised the student who won the award.	Because of the effort you made, you raised the most money.
Who gave the correct answer? Kim did.		You should let me explain my side of it.
		Did you think Hari would win?
		It is possible that they will be late.
		If it were my decision, I would buy the red one.
		It is recommended that you be there ahead of time.

10A. JUDGEMENTS AND OPINIONS

YEAR 1	YEAR 2	YEAR 3/OAC
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun - singular and plural	nouns - expressing possession	
pronouns - subject - direct object - interrogative	pronouns - object of a preposition - relative - demonstrative - possessive	pronouns - indefinite
verbs - present - interrogative - imperative - simple past - modals (can) - dependent infinitive	verbs - future - past continuous (imperfect) - modals expanded	verbs - any useful tense - any needed mood - participles - passive voice - tense sequence - gerunds (verbal nouns)
adjectives - predicate - with the noun - exclamatory	adjectives - demonstrative - possessive - comparative	adjectives - superlative
adverbs - modifying the verb - modifying an adjective - modifying another adverb		
other elements - prepositions - negation - coordinate conjunctions	other elements - subordinate conjunctions - noun clauses - adjective clauses - adverb clauses	other elements - impersonal expressions - indirect discourse

RELATED VOCABULARY AREAS

simple expressions of opinion: agreement, disagreement, approval, disapproval; modal verbs expressing possibility, obligation, wish, permission; expressing usefulness, value; classroom management: discipline, rules, regulations, code of behaviour

COMMUNICATIVE CONCEPTS PLANNING OUTLINE: APPENDIX B

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #		
EXAMPLES	EXAMPLES	EXAMPLES

COMMUNICATIVE CONCEPTS PLANNING OUTLINE:

APPENDIX B

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #		
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:

mmar points which occur the English examples		Communicative concepts in which these grammar points occur									
r 1		1	2	3	4	5	6	7	8	9	10
ns	- singular and plural	•	•	•	•	•	•	•	•	•	•
	- article + noun	•	•	•	•	•	•	•	•	•	•
	- partitive + noun	•	•			•	•				
	- expressing possession		•	•							
	- used as adjectives			•	•						
	- expressions of quantity + noun					•					
nouns	- subject	•	•	•	•	•	•	•	•	•	•
	- direct object	•			•		•	•		•	•
	- interrogative	•	•	•			•		•		•
	- indefinite									•	
	- reflexive						•				
bs	- present	•	•	•	•	•	•	•	•	•	•
	- interrogative	•	•	•	•	•	•	•	•	•	•
	- imperative	•		•	•	•	•	•	•		•
	- simple past		•	•	•	•	•	•	•	•	•
	- modals (may, can, want)	•					•			•	•
	- dependent infinitive	•					•		•	•	•
	- expressing motion			•			•				
ectives	- predicate	•	•			•	•			•	•
	- with the noun	•	•		•	•		•	•		•
	- demonstrative		•		•		•	•			
	- possessive	•	•	•	•	•	•	•	•		
	- interrogative		•		•						
	- of quantity	•	•			•	•				
	- exclamatory	•								•	•
erbs	- modifying the verb	•		•	•	•	•	•	•	•	•
	- modifying an adjective					•	•				•
	- modifying another adverb										•
	- interrogative	•	•	•	•	•		•	•		
er elements	- prepositions	•	•	•	•	•	•	•	•	•	•
	- negation		•			•	•		•	•	•
	- coordinate conjunctions		•					•	•		•
	- cardinal numbers		•	•	•	•					
	- impersonal expressions	•	•		•	•					

Grammar points which occur in the English examples		Communicative concepts in which these grammar points occur									
Year 2: Year 1 plus		1	2	3	4	5	6	7	8	9	10
nouns	- expressing possession*	•				•	•			•	•
	- used as adjectives*	•	•			•		•	•	•	
pronouns	- direct object*		•	•					•		
	- indirect object	•	•		•		•	•	•		
	- object of a preposition	•						•			•
	- relative		•					•	•		•
	- demonstrative		•		•		•	•		•	•
	- possessive		•			•		•			•
verbs	- imperative*		•								
	- simple past*	•									
	- dependent infinitive*		•	•		•		•			
	- future	•		•	•	•	•	•	•	•	•
	- perfect	•	•	•	•		•	•	•	•	
	- past continuous (imperfect)		•	•	•				•		•
	- polite conditional	•	•	•			•			•	
	- conditional	•						•	•		
	- modals expanded		•	•		•		•	•	•	•
	- infinitive constructions	•			•	•	•	•		•	
	- action continuing into the present				•						
	- duration of time in the past				•						
adjectives	- predicate*								•		
	- with the noun*			•						•	
	- demonstrative*			•		•			•	•	•
	- possessive*									•	•
	- interrogative*					•			•		
	- ordinal numbers		•	•							
	- comparative		•			•					•
	- superlative		•			•					
adverbs	- modifying an adjective*	•	•						•	•	
	- comparative							•			
	- superlative							•			
other elements	- coordinate conjunctions*	•		•		•					
	- subordinate conjunctions	•	•		•			•	•		•
	- noun clauses	•	•		•		•	•			•
	- adjective clauses		•						•		•
	- adverb clauses	•							•		•
	- indirect commands/discourse		•		•		•	•			

* items already introduced within other concepts in Year 1

ammar points which occur the English examples		Communicative concepts in which these grammar points occur									
ar 3/OAC: Year 2 plus		1	2	3	4	5	6	7	8	9	10
onouns	- indefinite*	•	•				•		•		•
	- object of a preposition*						•			•	
	- relative*						•			•	
rbs	- imperative*									•	
	- infinitive constructions*		•	•							
	- any useful tense	•	•	•	•	•	•	•	•	•	•
	- any needed mood	•	•	•	•	•	•	•	•	•	•
	- participles	•	•	•	•	•	•	•	•	•	•
	- passive voice	•	•	•	•	•	•	•	•	•	•
	- tense sequence	•		•	•	•	•	•	•	•	•
	- expressing implied future				•						
	- action continuing in the past				•						
	- gerunds (verbal nouns)									•	•
jectives	- ordinal numbers*				•				•		
	- comparative*								•		
	- superlative*								•		•
	- after an indefinite pronoun	•	•								
her elements	- coordinate conjunctions*						•				
	- impersonal expressions*						•				•
	- subordinate conjunctions*			•			•			•	
	- noun clauses*			•					•	•	
	- adjective clauses*			•			•				
	- adverb clauses*				•			•		•	
	- indirect discourse*	•		•		•			•	•	•
	- negative with infinitives						•				
	- causative construction						•		•		

items already introduced within other concepts in Year 1 or 2

Category	Example	Equivalent in the language being taught
Nouns		
proper nouns	George, Mary, Paul's, the Browns	
introducing common nouns		
. article + noun	a teacher the student(s)	
. partitive + noun	some bread some/any friends	
. demonstrative adjective + noun (see Adjectives)	this letter that friend these/those people	
. possessive adjective + noun (see Adjectives)	my/your/his/her sister(s) our/your/their friend(s)	
. interrogative adjective + noun (see Adjectives)	which book(s)? what homework?	
. expressions of quantity + noun	too much work many a student all the girls	
singular/plural of nouns	cat/cats church/churches child/children	
nouns expressing possession	my sister's fiancé	
nouns used as adjectives	the hotel room	

Category	Example	Equivalent in the language being taught
Nouns (continued)		
nouns indicating gender	actor/actress	
verbal nouns (see "verbs")	Seeing is believing.	
Pronouns		
subject pronouns	I/you/he/she/it/we/they	
object pronouns (direct/indirect)	me/you/him/her/us/them/it	
pronouns object of a preposition	Come with me.	
interrogative pronouns	who? whom? for whom? what?	
indefinite pronouns	something/anything someone/somebody anyone/anybody whatever/whoever/whomever one nobody nothing	
relative pronouns	who/whom/whose/to whom/which/that	
demonstrative pronouns	this (one) that (one) these/those	
reflexive pronouns	She cut herself badly. They bought themselves a new car.	
possessive pronouns	mine/yours/his/hers/ours/theirs/its	

Category	Example	Equivalent in the language being taught
Verbs		
tenses	active voice	
. present	They play tennis well.	
. simple past	They played well today.	
. future	They will play their match next.	
. present continuous	They are playing tennis.	
. future continuous	They will be playing tennis by now.	
. past continuous (imperfect)	They were playing tennis when the storm hit.	
	They used to play tennis on Thursdays.	
. perfect	They have played tennis for years.	
. past perfect	They had played tennis all morning.	
. future perfect	By tomorrow at this time they will have played their match	

Note: The passive voice for these tenses will be taught only if a specific need for it arises.

Category	Example	Equivalent in the language being taught
Verbs (continued)		
participles		
. present	By playing tennis you can get into shape.	
. past	Played well, tennis is exciting to watch.	
. present perfect	Having played tennis for years, she knew the game well.	
gerunds (verbal nouns)	Seeing is believing.	
infinitive		
. present	to sing	
. past	to have sung	
. dependent	I must leave.	
mood		
. indicative	(See the sentences given above under tenses.)	
. imperative	Play ball! Let's play tennis.	
. conditional	She would play tennis if it weren't raining. He would have played tennis if the weather had been good.	
. subjunctive	It is recommended that he be there by 10:00.	

Category	Example	Equivalent in the language being taught
Verbs (continued)		
special considerations		
. regular verbs		
. irregular verbs		
. reflexive verbs	The three-year old can dress himself.	
. modal verbs	can/may/ought/should/must/have to/will.	
. auxiliary verbs	Does he play tennis? I don't know.. He has left. Had he already eaten?	
. aspect: completed (perfective)	I read the book to the end.	
incomplete (imperfective)	I was reading the book last night (but I didn't finish it).	
. expressing habitual action or motion vs. single action or motion	She leaves for school every day at 7:30. She is leaving for the show now.	
. expressing action continuing into the present or into the past	He has been waiting for an hour. He had been waiting for an hour.	
. expressing duration of time in the past	He waited three weeks.	
. expressing implied future	Wait until they arrive.	
. tense sequence	After he had eaten, he went to bed. If it rains, I will stay at home. If it rained, I would stay at home.	

Category	Example	Equivalent in the language being taught
Adjectives		
predicate adjectives	He is tall.	
adjectives with the noun (attributive)	the yellow car the intelligent students	
demonstrative adjectives	this/that these/those	
possessive adjectives	my/your/his/her/our/their/its	
interrogative adjectives	which/what car?	
adjectives of quantity	many/few/some	
ordinal numbers	the second page	
comparison of adjectives		
. comparative	He is taller than Paul. These questions are less difficult. This story is more interesting than that one. She is not as happy as I am.	
. superlative	the fastest the least happy	
. irregular comparison	much/more/most little/less/least good/better/best bad/worse/worst	
adjectives after an indefinite pronoun	something interesting	
exclamatory adjectives	What a shame!	

Category	Example	Equivalent in the language being taught
Adverbs		
adverbs modifying the verb	happily/sadly/well/already/here/ there/upstairs/downstairs/tomorrow	
adverbs modifying an adjective	so big/very small/too long	
interrogative adverbs	when? why? where? how? how many?	
comparison of adverbs		
. comparative	more quickly	
. superlative	(the) soonest	
. irregular comparison	badly/worse/worst	
Prepositions	on the table by hand at 3:00 o'clock	
Conjunctions		
coordinate conjunctions	and/but/or	
subordinate conjunctions	because/when/as soon as/if (See also relative pronouns above.)	
Negation		
not	He doesn't speak Mandarin. We do not know where she is.	

Category	Example	Equivalent in the language being taught
Negation (continued)		
never/nothing/no one/no longer/no/ not any (none)/neither...nor/not only... but also		
negative with infinitives	He asked him not to go.	
Other elements		
cardinal numbers	one/two/three etc.	
impersonal expressions	It is raining. It is hard to stay awake.	
noun clauses	He knows that you were there.	
adjective clauses	The woman whom we met was a lawyer.	
adverb clauses	When they arrive we will call you.	
conditional sentences	(See Verbs, mood, conditional.)	
indirect commands	I told them to come early.	
indirect discourse	He said that he was leaving.	
causative construction	She had a boat built last summer.	
elements in the language being taught which warrant special consideration		

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THE MATERIAL RELATED TO CHINESE.

EXAMPLES

EXAMPLES

EXAMPLES

CONCEPT #

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #1 Gesellschaftliche Umgangsformen		
EXAMPLES	EXAMPLES	EXAMPLES
Begrüßungen, Respektsformen	Begrüßungen, Respektsformen	Begrüßungen, Anfang eines Briefes
Guten Tag, Herr Braun!	Guten Morgen, meine Damen und Herren!	Sehr geehrter Herr Schulze!
Tag!	Guten Abend, (Herr...)	Sehr geehrte Frau Becker!
Einen guten Rutsch ins Neue Jahr!	Herzlich willkommen!	Lieber Jens! Liebe Ute!
Herzlichen Glückwunsch zum Geburtstag!		
Alles Gute!		
Abschiednehmen	Abschiednehmen	Abschiednehmen, Ende eines Briefes
Auf Wiedersehen!	Ich muß jetzt gehen.	Mit besten Grüssen
Bis später!	Danke für den schönen Abend.	Herzliche Grüße
Mach's gut!	Wann sehen wir uns wieder?	Herzlichst, Dein Freund, Deine Freundin
Umgangsdeutsch	Umgangsdeutsch, Telefongespräche	Umgangsdeutsch, Redewendungen für Briefe und Telefongespräche
Wie geht's? Mir geht's gut.	Ich möchte Ihnen meinen Freund vorstellen, Hans Schmidt.	Hast du gehört, daß...
Wie heißt du? Ich heiße Joachim.	Kennen Sie Giovanni?	Man sagt, daß...
Kennst du Mustafa?	Hast du die Zeitung gelesen? Kann ich sie haben?	Ich fragte mich, ob...
Es ist sehr schön heute, nicht?	Ist Suma zu Hause? Kann ich sie bitte sprechen?	Stimmt es, daß...
Wirklich? Wie schade!		Es tat mir leid zu hören, daß...

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #1 Gesellschaftliche Umgangsformen (Fortsetzung)		
EXAMPLES	EXAMPLES	EXAMPLES
	Umgangsdeutsch, Telefongespräche (Fortsetzung) Haben Sie über das Fußballspiel gelesen?	Ungangsdeutsch, Redewendungen für Briefe und Telefongespräche (Fortsetzung) Das darf nicht wahr sein. Unglaublich! Ich möchte meine Bewerbung für... einhändigen. Ich möchte Sie um ein Exemplar bitten. Möchten Sie eine Nachricht hinterlassen? Wo kann er Sie erreichen?
Höflich sein, auf sich aufmerksam machen Bitte! Danke! Entschuldigung! Darf ich jetzt gehen?	Höflich sein, auf sich aufmerksam machen Darf ich Ihnen helfen? Wen möchten Sie sprechen? Entschuldigen Sie! Kann ich bitte den Direktor sprechen?	Höflich sein, auf sich aufmerksam machen Entschuldigen Sie die Störung, aber hier ist ein Anruf für Sie. Würden Sie mir bitte sagen, wo die Rezeption ist.
Sich entschuldigen Es tut mir leid. Verzeihung!	Sich entschuldigen, sich herausreden Es tut mir leid, daß ich zu spät komme, aber ich habe den Bus verpaßt. Ich konnte meine Arbeit nicht machen, denn ich war nicht zu Hause.	

CONCEPT #1 Gesellschaftliche Umgangsformen (Fortsetzung)

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Komplimente machen Sehr gut! Bravo! Prima!	Komplimente machen Du siehst heute hübsch aus. Das war gut gemacht. Was für eine tolle Jacke!	
Redewendungen während der Mahlzeit Ich bin hungrig. Die Butter, bitte. Was gibt's zum Abendessen? Möchtest du Kartoffelsalat? Es schmeckt gut. Zum Wohl! Prost!	Redewendungen während der Mahlzeit Können wir jetzt bestellen? Was ist das Menu heute?	Redewendungen während der Mahlzeit Ich möchte ein "Hoch" auf die Braut aussprechen. Sonst noch etwas? Nein, danke, ich kann mit bestem Willen keinen Nachtisch essen.

CONCEPT #1 Gesellschaftliche Umgangsformen

YEAR 1		YEAR 2		YEAR 3/OAC	
RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - accusative (in set expressions)	nouns	- singular and plural - nominative - accusative	nouns	- dative
pronouns	- subject - indirect object (in set expressions)	pronouns	- direct object - indirect object - reflexive	pronouns	- indefinite
verbs	- present - interrogative - imperative - modals (darf, möchtest) - dependent infinitive	verbs	- reflexive - with dative object - separable prefixes - imperfect - perfect - polite conditional - modals expanded - dependent infinitive	verbs	- subjective use of modals - infinitive construction (zu)
adjectives	- predicate - with no preceding article - after ein words	adjectives	- after der words		
adverbs	- modifying the verb - modifying the adjective - interrogative				
other elements	- prepositions with dative (in set expressions) - prepositions with dative or accusative (in set expressions) - impersonal expressions	other elements	- coordinate conjunctions - subordinate conjunctions - word order - prepositions with dative and/or accusative	other elements	- indirect discourse

RELATED VOCABULARY AREAS

socializing: greetings, congratulations, sympathy, compliments, excuses, leave-taking, introductions, idiomatic expressions, gossip, telephone talk; seasons, holidays, weather; health, food, menu; expressing gratitude; attracting attention; interrupting; letters: informal, business, job application; interviews; interjections and exclamations

CONCEPT #2 Identifizieren und beschreiben

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Was ist das? Das ist ein(e)...	Wem gehört das Buch? Mir.	Hier ist etwas Interessantes.
Wer ist das? Es ist...	Zeig mir, was du gekauft hast!	Es gibt nichts Schweres in dieser Prüfung.
Was möchtest du? Den Apfel.	Der Schüler dort drüben war krank.	Er hat kalte Hände.
Ist das dein Wagen? Nein, es ist Dieters Wagen.	Möchtest du dieses Hemd oder jenes? Das weiße.	Diese Musik klingt furchtbar.
Das ist nicht mein Regenmantel.	Kann jemand erklären, was das ist?	Du siehst blaß aus.
Welche Stadt ist das? Tübingen.	Was für einen Fisch hat er gefangen?	Wie hat dir der Nachtisch geschmeckt? Köstlich.
Sie ist Zahnärztin. Er ist Arzt.	Ihr Auto war billiger als mein Motorrad.	Was ist passiert? Er ist von einem Lastwagen überfahren worden.
Sie ist Kanadierin, aber sie spricht Deutsch.	Sein Hund ist größer als dein Hund.	Zu dieser Gruppe gehört die zweite Sache nicht, weil sie ein Gemüse ist; die anderen sind alle Früchte.
Welche Farbe ist das? Es ist blau.	Wir wollten die nächste Übung machen.	Die Dame neben ihm auf dem Sofa ist seine Urgroßmutter.
Wie ist das Haus? Klein, aber bequem.	Sie sagt, daß es sehr schwer ist.	Welchen Knopf drückt man, um die nächste Frage aufzurufen? Drücken Sie "Return".
Wie alt ist er? Fünfzehn.	Sie sagt, es ist schon spät.	Was ist das flackernde Licht? Das ist ein Krankenwagen.
Wie ist das Wetter? Es ist heiß.	Das ist wirklich eine lustige Geschichte.	Ihr kleiner Neffe war ein Engel auf der Hochzeit. Er war so still wie eine Maus.
Was möchten Sie? Zwei Würstchen mit Kartoffelsalat, bitte.	Ich verstehe die dritte Frage nicht. Du?	
Was ist los? Ich bin nur müde.	Wer ist der Mann mit dem roten Bart?	
Was macht er? Er liest.	Im Hobbyraum sind ein Ledersofa und Sessel.	
Welche Kassette hat er gekauft?		

COMMUNICATIVE CONCEPTS PLANNING OUTLINE: GERMAN

CONCEPT #2 Identifizieren und beschreiben

YEAR 1		YEAR 2		YEAR 3/OAC	
RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular and plural - nominative - accusative - genitive of proper nouns	nouns	- dative		
pronouns	- subject - interrogative	pronouns	- indirect object - indefinite - demonstrative - relative		
verbs	- present irregular - polite conditional - modals (möchtest)	verbs	- present - imperative - imperfect - perfect - modals expanded - dependent infinitives	verbs	- separable prefixes - inseparable prefixes - passive voice - present participles - infinitive constructions (zu, um... zu)
adjectives	- predicate - interrogative - possessive (nominative only)	adjectives	- after ein words - after der words - demonstrative - possessive - ordinal numbers - comparative	adjectives	- after indefinite pronouns (as nouns)
adverbs	- modifying the verb - interrogative	adverbs	- modifying an adjective		
other elements	- prepositions - coordinate conjunctions - cardinal numbers - negation - impersonal expressions	other elements	- prepositions with dative and/or accusative - subordinate conjunctions - indirect discourse - word order		

RELATED VOCABULARY AREAS

schools: staff, rooms, classroom objects; family members, kinship; house: rooms, furniture; clothing; foods; colors; animals; weather; professions; nationalities, languages; parts of the body; illnesses; vocabulary for sensory observations, number, size, shape, format, materials; selected technological vocabulary; idiomatic expressions and metaphors

CONCEPT #3 Ortsangaben

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Wo ist dein Vater? Zu Hause. Wo sind die Kinder? In der Schule. Wohin gehst du? Nach Hause. Wohin geht Gisela donnerstags? Ins Jugendzentrum. Haben Sie ein Jahr in Frankfurt gearbeitet? Wo bleibt ihr denn? Bei unserer Großmutter. Was ist deine Adresse? Gartenstraße 20. Wo wohnt Turhan? Oben im dritten Stock. Macht eure Bücher auf Seite 10 auf! Lutz hat die Antwort an die Tafel geschrieben.	Wo ist die Bank? Gehen Sie geradeaus bis zur Bahnhofstraße und dann rechts in die Mainzerstraße. Entschuldigen Sie, bitte! Wo sind die Toiletten? Geradeaus, die dritte Tür rechts. Passau liegt an der Donau. Hannover liegt südlich von Hamburg. Sie sind gerade von Polen zurückgekommen. Wir werden im Juli nach Spanien fahren. Ich wollte diesen Sommer in die Berge fahren, aber Thomas fährt lieber an die See. Sie wohnte bei ihrer alten Mutter auf dem Land.	Ist das das Haus, wo Goethe geboren wurde? Wir brauchen eine genauere Beschreibung, um Georgs Büro zu finden. Susanne sagte, Thomas habe die Karten in der obersten Schublade gefunden. Das gestohlene Auto ist in der Innenstadt gefunden worden. Während wir auf der Autobahn nach Kassel fuhren, überraschte uns ein furchtbarer Sturm. Du, du liegst mir im Herzen... Er ist nicht von dieser Welt.

CONCEPT #3 Ortsangaben

YEAR 1	YEAR 2	YEAR 3/OAC
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun - singular and plural - nominative - accusative - dative - compounds		
pronouns - subject - du/ihr/Sie distinctions - interrogative		
verbs - present - interrogative - imperative - separable prefixes - perfect	verbs - imperfect - future - dependent infinitive	verbs - perfect subjunctive - passive voice - past participle as adjective - infinitive construction (um ... zu)
adjectives - possessive - ordinal numbers	adjectives - demonstrative - after ein words	adjectives - comparative - superlative
adverbs - modifying the verb - interrogative	adverbs - comparative	
other elements - prepositions with dative - prepositions with accusative - prepositional contractions - cardinal numbers - word order	other elements - prepositions with dative and/or accusative - coordinate conjunctions	other elements - subordinate conjunctions - adjective clauses - adverb clauses - indirect discourse

RELATED VOCABULARY AREAS

adverbs of location; prepositions needed to express place and direction; rooms in the house and school; parts of a building; geographical features and locations, directions, compass points; idiomatic expressions and metaphors

CONCEPT #4 Zeitangaben

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Wie spät ist es? Es ist ein Uhr.	Wann ist das Konzert? Übermorgen.	Sie wohnten schon drei Monate in dem Haus, als es niederbrannte.
Wieviel Uhr ist es? Es ist dreizehn Uhr.	Wann ist der Bus abgefahren? Vor einer Stunde.	Sobald sie mit den Schulaufgaben fertig sind, können sie fernsehen.
Wann beginnt der Film? Um Viertel nach sieben	Wie lange bleiben sie in Europa? Drei Monate.	Warte, bis sie ankommen.
Die Schule beginnt um halb neun.	Bis Montag muß es fertig sein.	Er sagte, sie wollten in zwanzig Minuten abfahren.
Er kommt nie pünktlich, immer um fünf nach eins.	Ich warte seit einer Stunde auf das Taxi.	Wenn sie bald abführen, wären sie vor dem Abendessen zu Hause.
Der Zug kommt um neunzehn Uhr fünfzig an.	Ich habe vier Stunden für diese Arbeit gebraucht.	Sie wußte nicht, daß die anderen schon vor fünf Stunden abgefahren waren.
Morgens haben wir Geschichte.	Ich glaube, sie werden das Buch bald schicken.	Wie lange muß der Schweinebraten schmoren? Anderthalb Stunden.
Der wievielte ist heute? Heute ist Mittwoch, der fünfte Juni, 1985.	Wir haben sie in den Osterferien besucht.	Zuerst die trockenen Zutaten mischen, dann allmählich die Milch hinzufügen, zuletzt kräftig rühren.
Wann hast du Geburtstag? Am achten März.	Gerhardt wollte gerade zu Mittag essen.	Der Film wurde in den sechziger Jahren gedreht.
Wann kommen die Krankenschwestern? Donnerstags.	Sie sind gewöhnlich jeden Samstagabend ins Kino gegangen.	Das Schloß wurde im dreizehnten Jahrhundert gebaut.
Fährst du noch deinen Volkswagen? Nicht mehr.		
Wann ist Ostern dieses Jahr?		

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #4 Zeitangaben (Fortsetzung)		
EXAMPLES	EXAMPLES	EXAMPLES
		Sie wollen nächste Woche für sie eine Abschiedsparty geben. Sagen Sie uns, wann die erste Zahlung fällig ist! Wir wissen nicht, wieviel Zeit wir für die Prüfung haben.

CONCEPT #4 Zeitangaben

YEAR 1		YEAR 2		YEAR 3/OAC	
RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular and plural - nominative - accusative				
pronouns	- subject	pronouns	- direct object		
verbs	- present - interrogative	verbs	- separable prefixes - perfect - imperfect - future - modals - dependent infinitives - action continuing into the present - duration of time in the past	verbs	- imperative - infinitive as imperative - subjunctive in conditional sentences - passive voice - tense sequence - action continuing into the past
adjectives	- demonstrative - possessive - interrogative - after der words (in set - expressions) - ordinal numbers				
adverbs	- modifying the verb - interrogative				
other elements	- prepositions with dative and/or accusative (in set expressions) - cardinal numbers - impersonal expressions - word order	other elements	- prepositions with dative and/or accusative	other elements	- subordinate conjunctions - noun clauses - adverb clauses - indirect discourse

RELATED VOCABULARY AREAS

time: days, parts of the day, dates, name days, holidays, festivals, months, seasons, hours, half-hours, quarter- hours, minutes, 24-hour schedules; school timetables; age; cardinal and ordinal numbers; adverbs of time: yesterday, the day after tomorrow, then, next, finally, etc.; negative adverbs of time: never, no more, not yet, etc.; school subjects; transportation; meals

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #5 Menge, Umfang, Masse		
EXAMPLES	EXAMPLES	EXAMPLES
Es sind 30 Schüler in Brunos Klasse. In Deutschland gibt es keine Känguruhs. Wieviele Brüder hat er? Drei. Ich brauche etwas Geld. Wieviel? Nur zwanzig Mark. Berk hat viele Freunde. Vier mal zwei ist acht. Hundertsiebenunddreißig weniger neunundzwanzig ist hundertacht. Sie hat zwei Glas Wasser getrunken. Nimm zwei Tabletten alle vier Stunden! Wie warm ist es draußen? 32 Grad. Ich wohne nicht weit von der Schule. Wie alt ist Tanya? Fast 16. Er ist sehr krank heute.	Welche Schuhgröße und Anzuggröße haben Sie? Wie groß ist dieses Zimmer? Vier Meter lang und drei Meter breit. Sein Stück Kuchen war kleiner als mein Stück. Wie weit ist Hamburg von hier? Ungefähr 500 Kilometer. Was ist der längste Fluß der Welt? Boris ist 1,90 Meter groß und wiegt nur 80 Kilo. Die Geschwindigkeitsbegrenzung ist 50 Kilometer pro Stunde. Der Tank ist fast voll. Geben Sie etwas Salz dazu. Wie groß war Julias Auto? Groß genug für 7 Personen. Ein Kilometer ist 0,6 Meilen. Eier kosten 2,50 DM das Dutzend. Er war zu müde, um auf die Party zu gehen.	Ihre Klasse bekam weniger Schularbeit als unsere. Sie haben noch ein paar Tage Urlaub. Wie lang soll das Buch sein? Über 100 Seiten. Tausende von Zuhörern waren im Konzert. Es wiegt ungefähr 30 Kilo; 32, um ganz genau zu sein. Was ist die Wohnfläche eines Zimmers, das 5 Meter breit und 7 Meter lang ist? 35 Quadratmeter (m^2). Was ist das Volumen dieses Würfels? 125 Kubikzentimeter (cm^3). Wieviel Geld ist gesammelt worden? Mit Ihrer Spende haben wir 200 DM.

CONCEPT #5 Menge, Umfang, Masse

YEAR 1		YEAR 2		YEAR 3/OAC	
RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular and plural - genitive of proper nouns - accusative - dative - in expressions of quantity	nouns	- nominative	nouns	- genitive
pronouns	- subject			pronouns	- possessive - relative
verbs	- present - interrogative - imperative - perfect	verbs	- imperfect - infinitive construction (um ...zu) - infinitive constructions	verbs	- passive - subjective use of modals
adjectives	- predicate - of quantity - negative	adjectives	- after der words - demonstrative - possessive - interrogative - indefinite - comparative - superlative		
adverbs	- modifying the verb - modifying an adjective - interrogative	adverbs	- pronominal (da-compounds)		
other elements	- preposition with dative and/or accusative - cardinal numbers - negation - impersonal expressions - expressions of quantity	other elements	- coordinate conjunctions - formulas for expressing price and measurement - expressions of quantity with definite article	other elements	- adjective clauses - word order - indefinite numbers - formulas for expressing area and volume

RELATED VOCABULARY AREAS

numbers; arithmetical expressions; expressions of quantity; adverbs of degree: very, too, almost, etc.; formulas for expressing measurement; sizes; temperature; distances; mass; money; prices; mathematics problems; clothes; consumer goods; containers; rooms; foods; recipes; medications; dosages

CONCEPT #6 Tat und Absicht

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Ich gehe jetzt einkaufen.	Bitte ihn, dir zu helfen!	Ich möchte, daß jemand während der Stunde Notizen macht. Frag bitte das Mädchen, das gerade hereingekommen ist.
Chaviva geht jeden Tag zu Fuß zur Schule.	Helgas Gruppe kann als nächste ihren Bericht geben.	Würdest du mich zur Bibliothek fahren?
Was wollen sie jetzt machen? Sie wollen ihr Auto waschen.	Ich möchte einen Kaffee. Kannst du mir einen Dollar leihen? leider nicht.	Könnten Sie sie anrufen?
Paul hat Brot geholt.	Ich glaube, Sie sollten es so schreiben.	Ich bin sicher, daß du es schaffen kannst.
Mach die Tür noch nicht auf!	Würdest du mir bitte das Wörterbuch reichen? Gern.	Ich bin nicht überzeugt, daß die Schüler ihn wählen würden.
Ihr dürft jetzt Schulaufgaben machen.	Bharati muß zum Zahnarzt gehen.	Wir würden uns freuen, wenn wir Ihnen auf irgendeine Art helfen könnten.
Darf ich heute abend ins Kino gehen? Sicher.	Wir werden nächste Woche nach Berlin fahren.	Es tut mir leid, aber ich kann dir nicht erlauben, das zu tun.
Bitte erklären Sie diesen Satz. Ich kann ihn nicht verstehen.	Ich habe dir gesagt, du sollst es nicht vergessen.	Es wäre nett, wenn jemand sich bereit erklären würde, abzuwaschen.
Paß auf! Nicht anfassen! Finger weg!	Du kannst das; du hast es oft geübt.	Darf ich vorschlagen, daß Sie mit einer Stoffsammlung beginnen.
Fast richtig. Noch einmal! Kopf hoch!	Bitte geben Sie uns heute keine Schulaufgaben! Wir gehen heute abend zum Tanz.	Ich möchte erklären, was ihre Aufgabe sein wird.
Sie hat sich sehr geschnitten.		Sie wollten nichts spenden.
		Ich würde dir raten, ihm so was nicht zu sagen.
		Haben sie den Mann schreien hören?

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #6 Tat und Absicht (Fortsetzung)		
EXAMPLES	EXAMPLES	EXAMPLES
		Rona hat sich fotografieren lassen. Das Boot wurde von diesem Mann und seiner Tochter gebaut.

COMMUNICATIVE CONCEPTS PLANNING OUTLINE: GERMAN

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #6 Tat und Absicht		
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun - singular and plural - dative - accusative		nouns - genitive
pronouns - subject - direct object - interrogative - reflexive	pronouns - indirect object	pronouns - relative - indefinite
verbs - present - interrogative - imperative - perfect - expressing motion - modals (darf and kann) - separable prefixes - dependent infinitives	verbs - future - polite conditional - infinitive constructions (zu) - with dative object - modals expanded	verbs - conditional - passive voice - imperfect subjunctive - double infinitive
adjectives - demonstrative - possessive		
adverbs - modifying the verb - modifying an adjective		
other elements - prepositions with dative and/or accusative - negation - word order	other elements - noun clauses - indirect commands/discourse	other elements - coordinate conjunctions - subordinate conjunctions - adjective clauses - adverb clauses - prepositions with genitive - causative construction
RELATED VOCABULARY AREAS formulas of politeness; expressions for command, permission, advice, persuasion, refusal, encouragement, etc.		

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #7 Art und Weise		
EXAMPLES	EXAMPLES	EXAMPLES
Martina schreibt gut. Seine Mutter spricht immer leise. Sie arbeiten fleißig. Wie schreibt man "möglich"? Wie sagt man "teacher" auf deutsch? Wie bist du zur Schule gekommen? Zu Fuß oder mit dem Bus? Man öffnet die Tür mit diesem Schlüssel? Wie finde ich diese Wörter? Schau ins Wörterbuch!	Wie kommt Irene am besten nach Hause? Sie kann ein Taxi nehmen oder mit Mustafa fahren. Wie werde ich dich erkennen? Ich trage eine rote Nelke. Sie haben die Karten mit einer Kreditkarte bezahlt. Ich habe schon mit einem Scheck bezahlt. Kannst du mir erklären, wie diese Maschine funktioniert? Ich glaube, man drückt auf diesen Knopf. Ich weiß nicht mehr, wie man dieses Stück spielt. Man kann es besser mit einem normalen Schraubenzieher reparieren. Ich bin sicher, daß man das Problem so lösen kann. Wie bist du so schnell fertiggeworden? Meine Freunde haben mir geholfen. Schicke das Paket mit Luftpost!	Sie machte den Koffer zu, indem sie sich darauf setzte. Wie hätte ich wissen können, daß sie mit dem Zug gefahren sind? Laß mich erklären, wie es passiert ist. Ich trug das Tablett in einer Hand, als Robert mit mir zusammenstieß. Diese Prüfung wurde im Computer entwickelt. Das Haus wird mit Erdgas geheizt.

CONCEPT #1 Art und Weise

YEAR 1		YEAR 2		YEAR 3/OAC	
RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular and plural - nominative - dative	nouns	- accusative		
pronouns	- subject - impersonal	pronouns	- indirect object - direct object		
verbs	- present - interrogative - perfect - expressing motion	verbs	- imperative - future - modals - dependent infinitives - with dative object - separable prefixes	verbs	- pluperfect subjunctive - tense sequence - passive - double infinitive
adjectives	- demonstrative - possessive	adjectives	- after ein words		
adverbs	- modifying the verb - interrogative				
other elements	- prepositions with dative and/or accusative - coordinate conjunctions	other elements	- subordinate conjunctions - noun clauses - indirect discourse - word order	other elements	- replacement of English present participle with indem

RELATED VOCABULARY AREAS

adverbs of manner and means; prepositions to express manner and means; transportation; shipping; mail; tools and equipment; recipes; model-building; handicrafts

COMMUNICATIVE CONCEPTS PLANNING OUTLINE: GERMAN

CONCEPT #8 Ursache und Wirkung

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Warum lernst du heute abend so fleißig? Weil wir morgen eine Klassenarbeit haben. Geh jetzt, sonst kommst du zu spät! Da das Wetter schlecht ist, bleibt er zu Hause. Wie beginnt man das Programm? Drücken Sie diesen Knopf! Ohne ihre Brille kann Oona nicht gut sehen. Dieser Schlüssel öffnet die Haustür.	Turhan hat gewonnen, weil er stark und schnell ist. Josef ist so groß, daß er ein besonderes Bett kaufen mußte. Weil wir heute Abschlußfeier haben, ist der Unterricht verkürzt. Da er noch nicht da ist, können wir nicht ins Kino gehen. Warum will er abfahren? Wenn sie die Antwort weiß, wird sie sie uns sagen. Das Auto, das plötzlich angehalten hat, hat den Unfall verursacht. Wir haben es zufällig gesehen. Wegen der Grippe bleibt er im Bett.	Er ist über deine Bemerkungen böse. Sie hat die Frage so erklärt, daß alle sie verstanden haben. Vati ließ Pedro das Gras schneiden. Narinder kommt zur Party, vorausgesetzt, daß Anna auch kommt. Sie soll monatelang gespart haben, damit sie sich das Auto kaufen konnte. Jochen hat sich endlich das Haar schneiden lassen. Da er krank war, konnte er nicht kommen. Die Bemühungen der Schülerverwaltung haben zu einer besseren Schulatmosphäre geführt. Ich möchte aus folgenden Gründen für Karin Schmidt sprechen: erstens hat sie die besten Qualifikationen, zweitens hat sie die Zeit, sich voll einzusetzen. Wenn wir bei Anke gewesen wären, hätten wir ihr geholfen. Die Arbeit ist fertig, deshalb können wir jetzt gehen. Er hat viel geübt, um am Konzert teilzunehmen.

CONCEPT #8 Ursache und Wirkung

YEAR 1		YEAR 2		YEAR 3/OAC	
RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular - nominative - accusative	nouns	- dative	nouns	- genitive
pronouns	- subject	pronouns	- direct object - indirect object - order - relative	pronouns	- reflexive
verbs	- present - interrogative - imperative - modals (kann) - dependent infinitives	verbs	- imperfect - perfect - future - modals expanded - separable prefixes	verbs	- with dative object - passive voice - subjective use of modals - infinitive construction (zu, um... zu) - causative construction - double infinitive - subjunctive in conditional sentences
adjectives	- predicate - demonstrative - possessive	adjectives	- after ein words	adjectives	- with no preceding article - after der words - comparative
adverbs	- modifying the verb - modifying another adverb - interrogative	adverbs	- modifying an adjective		
other elements	- prepositions with accusative - negation - subordinate conjunctions - adverb clauses - word order	other elements	- prepositions with dative and/or accusative - adjective clauses - conditional sentences (indicative)		

RELATED VOCABULARY AREAS

conjunctions expressing cause and effect: as, because, in order to, since, so, therefore, with the result that...; if...then; adverbs expressing sequence; situations involving explanations and instructions: sports, crafts, cooking, hobbies, projects; excuses; arguments, debates

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #9 Gefühle und Wünsche		
EXAMPLES	EXAMPLES	EXAMPLES
Ich bin glücklich. Der Film ist furchtbar. Schwimmst du gern? Ich nicht. Möchtest du segeln gehen? Klar! Fantastisch! Vielleicht morgen. Horst mag Schlangen nicht. Macht sie das wirklich? Bist du sauer? Überhaupt nicht. Natürlich nicht. Wie schade! Martin hat sein Portemonnaie verloren.	Hast du die Stelle bei der Zeitung bekommen? Prima! Herzlichen Glückwunsch! Peters Mutter ist sehr krank? Das tut mir furchtbar leid. Sie freuten sich über ihre neue Stereoanlage. Er hat diese Rockgruppe nie gern gehabt. Das Komitee hat Ihre Mitarbeit sehr geschätzt. Sabine wird sich sehr freuen, ihn kennenzulernen. Würden Sie bitte leise spielen. Der Lärm stört die Nachbarn.	Es tut mir leid, daß du deine Katze verloren hast. Ich konnte nicht glauben, was der Nachrichtensprecher sagte! Ich fürchte, ein Gewitter wird aufkommen. Wie schade, daß es regnet! Es tat mir leid zu erfahren, daß dein Vater gestorben war. Der Direktor bedauerte, daß er dir nicht hatte helfen können. Markus war wütend, daß sein Auto gestohlen worden war. Wenn Monika mir sowas gesagt hätte, hätte ich mich genauso gefühlt. Bitte frag mich nicht im Moment; ich könnte jetzt einfach nicht darüber sprechen. Ich hoffte, er würde dieses Wochenende zum Skifahren eingeladen werden. Er langweilt sich, weil er nichts zu tun hat. Soviel zu bezahlen war ja lächerlich.

CONCEPT #9 Gefühle und Wünsche

YEAR 1		YEAR 2		YEAR 3/OAC	
RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular and plural - nominative - accusative	nouns	- dative - genitive of proper nouns	nouns	- compounds
pronouns	- subject - indefinite	pronouns	- direct object - indirect object - reflexive	pronouns	- relative
verbs	- present - interrogative - perfect - simple past - modals (mag, möchtest) - dependent infinitive	verbs	- separable prefixes - reflexive - future - imperfect - polite conditional - infinitive construction (zu)	verbs	- passive - pluperfect - subjunctive in conditional sentences - tense sequence - double infinitive
adjectives	- predicate - possessive	adjectives	- with no preceding article - after ein words - demonstrative		
adverbs	- modifying the verb - modifying an adjective - exclamatory			adverbs	- pronominal (da-compounds)
other elements	- negation	other elements	- prepositions with dative and/or accusative	other elements	- subordinate conjunctions - noun clauses - adverb clauses - indirect discourse - word order

RELATED VOCABULARY AREAS

exclamations; vocabulary to express: pleasure, displeasure, congratulations, gratitude, hope, disappointment, despair, anger, fear, worry, regret, grief, sympathy, confidence, uncertainty; situations: tests, examinations, sports, shows, parties, lottery, funeral, hospital, wedding, concert, drama, television, hiring, firing, raise

CONCEPT #10 Urteile und Meinungen

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Gut gemacht!	Wahrscheinlich hast du recht.	Parken ist auf dieser Straße verboten.
Ich habe Mathe gern.	Was für ein schönes Pferd!	Jürgens Eltern sind gegen Martas Rauchen.
Unser Hund ist intelligent, aber faul.	Ich glaube, wir sollten das zuerst beenden.	Er ist der einzige, der mir helfen kann.
Du hast unrecht! Das stimmt nicht!	Han-li glaubt, daß Stefans Album besser ist als mein Album.	Das war der beste Film, den ich je gesehen habe.
Vittoria schreibt sehr gut.	Wir müssen um acht Uhr morgens beginnen.	Der Mechaniker bezweifelte, daß sie jene Maschine verkaufen konnten; sie hatte einen Fehler.
Hans hat Katzen nicht gern.	Ich vergebe dir diesmal, aber mache es nicht wieder.	Du magst recht haben, aber ich bin noch nicht davon überzeugt.
Wie findest du die Musik? Ich mag sie.	Ich glaube, Sie haben die falsche Nummer.	Ich war sicher, daß der Mann Karins Bruder war. Er ähnelt ihr.
Bitte hier nicht rauchen!	Es ist nicht meine Schuld; es ist Lung-Paos Schuld.	Obwohl ich es besser hätte wissen sollen, bin ich mit ihm gegangen.
Ich habe die Fragen zu schwer gefunden.	Dieser Aufsatz ist zweifellos besser als jener.	Der Trainer hätte unsere Pläne befürwortet.
Wer antwortet richtig? Anna.	Er hat sich darüber gefreut, was die Lehrer für ihn getan haben.	Wegen der Arbeit, die du hineingesteckt hast, hast du das meiste Geld gesammelt.
	Die Klasse lobte den Schüler, der den Preis gewonnen hatte.	Du solltest mich meinen Standpunkt erklären lassen.
		Hast du geglaubt, Erika würde gewinnen?

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #10 Urteile und Meinungen (Fortsetzung)		
EXAMPLES	EXAMPLES	EXAMPLES
		Es ist möglich, daß sie zu spät ankommen. Wenn es meine Entscheidung wäre, würde ich das rote kaufen. Es ist ratsam, daß du frühzeitig dort bist.

CONCEPT # 10 Urteile und Meinungen

YEAR 1		YEAR 2		YEAR 3/OAC	
RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular and plural - accusative	nouns	- nominative - genitive of proper nouns	nouns	- genitive
pronouns	- subject - direct object - interrogative	pronouns	- indirect object - object of a preposition - demonstrative - relative	pronouns	- indefinite
verbs	- present - interrogative - imperative - perfect - modals (mag)	verbs	- imperfect - pluperfect - modals expanded - with dative object - dependent infinitive	verbs	- subjective use of modals - separable prefixes - pluperfect subjunctive - subjunctive in conditional sentences - tense sequence
adjectives	- predicate	adjectives	- demonstrative - possessive - after ein words - after der words - comparative	adjectives	- superlative
adverbs	- modifying the verb - modifying another adverb - interrogative	adverbs	- pronominal (da-compounds)		
other elements	- negation	other elements	- subordinate conjunctions - coordinate conjunctions - noun clauses - adjective clauses - word order	other elements	- prepositions with genitive - causative construction

RELATED VOCABULARY AREAS

simple expressions of opinion: agreement, disagreement, approval, disapproval; modal verbs expressing possibility, obligation, wish, permission; expressing usefulness, value; classroom management: discipline, rules, regulations, code of behaviour

CONCEPT #1 Forme convenzionali di conversazione

YEAR 1	YEAR 2	YEAR 3/OAC
*EXAMPLES	EXAMPLES	EXAMPLES
Forme di saluto e di rispetto Buon giorno,) signor Rossi Buona sera,) signora Rossi Ciao, Paola Buon anno Felice anno nuovo Auguri	Forme di saluto e di rispetto Buon giorno, signore e signori Buona sera, signore Benvenuto!	Inizio della lettera Gentile Signora Nagata Egregio Dottor Bianchi Caro Stefano
Saluto Arrivederci Arrivederla Ciao Ci vediamo	Saluto Devo andare. È stato un piacere parlarle. Grazie. È stata una bella serata. È stato un piacere conoscerla. Quando ci rivedremo?	Fine della lettera Con i più cordiali saluti Affettuosamente Abbracci Cordialmente

* The examples are not meant to be exhaustive in their grammatical possibilities: masculine, feminine, singular, plural, formal and informal forms of address, etc

COMMUNICATIVE CONCEPTS PLANNING OUTLINE: ITALIAN

CONCEPT #1 Forme convenzionali di conversazione (continuazione)

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Conversazioni Come sta?) Non c'è male, grazie. Che c'è di nuovo? Come stai?) Come ti chiami? Io mi chiamo Giovanni. Conosci Marco? È una bella giornata oggi, non è vero? Veramente? Che peccato!	Conversazioni e chiamate telefoniche Ti voglio far conoscere un amico di mia sorella. Ti presento Mario Silvani. Conosci Michele? Ha finito di leggere il giornale? Me lo darebbe per favore? C'è Giacomo? Posso parlargli? Ha sentito dell'incidente?	Conversazioni, modi di dire e chimate telefoniche Hai sentito che... Si dice che... Mi domandavo se... È vero che... Mi è dispiaciuto sapere che... Scherzi? Non riesco a capire perchè... Vorrei inoltrare la mia domanda per... Gradirei una copia di... Vuole lasciare un messaggio? Dove può chiamarla?

CONCEPT #1 Forme convenzionali di conversazione (continuazione)

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Forme di cortesia Per favore. Grazie. Scusami. Mi scusi. Scusa. Posso andare?	Forme di cortesia Desidera? Con chi voleva parlare? Scusi, vorrei parlare con il preside.	Forme di cortesia Mi scusi se la interrompo ma la vogliono al telefono. Mi sa dire dov'è l'ufficio, per favore?
Modi di chiedere scusa Mi scusi. Scusa. Mi dispiace.	Modi di chiedere scusa Trovare una scusa Scusa se sono in ritardo ma ho perso l'autobus. Non ho potuto fare i compiti perché sono stato occupato.	

COMMUNICATIVE CONCEPTS PLANNING OUTLINE: ITALIAN

CONCEPT #1 forme convenzionali di conversazione (continuazione)

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Modi di lodare Bravo/i! Brava/e! Ben fatto! Complimenti! Congratulazioni!	Modi di lodare Oggi stai proprio bene. Sei stato veramente bravo! Che bella giacca!	
Conversare a pranzo Io ho fame. Per favore, mi passi lo zucchero. Cosa c'è per cena? Vuoi della carne? È squisito. Alla salute! Cin cin!	Conversare a pranzo Si può ordinare adesso? Vorrei il piatto del giorno.	Conversare a pranzo Vorrei fare un brindisi agli sposi. Desidera qualcos'altro? No, grazie. Basta così.

CONCEPT #1 Forme convenzionali di conversazione

YEAR 1		YEAR 2		YEAR 3/OAC	
RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular and plural - partitive + noun	nouns	- expressing possession - used as adjectives		
pronouns	- subject - direct object - interrogative	pronouns	- indirect object - object of a preposition	pronouns	- indefinite
verbs	- present - interrogative and question formulas - imperative - modals (may and want) - dependent infinitive	verbs	- future - perfect - polite conditional - infinitive constructions	verbs	- any useful tense - any needed mood - tense sequence
adjectives	- predicate - with the noun - exclamatory				
adverbs	- modifying the verb - interrogative	adverbs	- modifying an adjective - modifying an adverb		
other elements	- prepositions	other elements	- coordinate conjunctions - subordinate conjunctions - adverb clauses - impersonal expressions	other elements	- indirect discourse

RELATED VOCABULARY AREAS

socializing: greetings, congratulations, sympathy, compliments, excuses, leave-taking, introductions, idiomatic expressions, gossip, telephone talk; seasons, holidays, weather; health, food, menu; expressing gratitude; attracting attention; interrupting; letters: informal, business, job application; interviews; interjections and exclamations

COMMUNICATIVE CONCEPTS PLANNING OUTLINE: ITALIAN

CONCEPT #2 Identificazione e descrizione

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Che cos'è? È...	Di chi è questo libro? È mio.	Ecco qualcosa d'interessante.
Chi è quel signore? È...	Fammi vedere quello che hai comprato.	L'esame non ha niente di difficile.
Che frutta vuole? Una mela o una pera?	Lo studente che se n'è andato si sentiva male.	Gli fa male la testa.
È tua quella macchina? No, è la macchina di mia sorella.	Vuole questa camicia o quella? Voglio quella bianca.	Com'è brutta quella musica.
Quello non è il mio impermeabile.	Qualcuno mi può spiegare che cosa è questo?	Mi sembri pallido.
Quale città è? È Roma.	Che tipo di stoffa ha scelto?	Ti è piaciuto il caffè? Aveva un buon aroma ma era un pò forte.
Lei è dentista. Lei è medico.	La sua macchina era meno cara della mia motocicletta.	Che è successo? È stato investito da un camion.
È russa e parla francese.	Il suo orto è più grande del tuo.	Di questi quattro libri, solo il secondo non si può prendere in prestito; gli altri sì.
Di che colore è? È verde.	Questo è l'esercizio più facile.	La ragazza seduta sul banco è sua nipote.
Com'è il film? È lungo ma interessante.	Il professore dice che è molto difficile.	Quale tasto si deve premere per avere la risposta? Prema quello.
Quanti anni ha? Quindici.	È un racconto così divertente.	Cos'è quella luce lampeggiante? È la luce dell'ambulanza.
Che tempo fa? Fa caldo.	Non riesco a rispondere alla terza domanda. Ci riesci tu?	Quel pugile è forte come un leone.
Desidera? Due panini al prosciutto, per favore.	Chi è quell'uomo con la barba rossa?	
Che ha? Ho mal di gola.		

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #2 Identificazione e descrizione (continuazione)		
EXAMPLES	EXAMPLES	EXAMPLES
Cosa sta facendo? Sta leggendo. Che nastro ha comprato? Hanno mangiato delle fragole.	Nel salotto hanno messo un divano e una poltrona di pelle.	

COMMUNICATIVE CONCEPTS PLANNING OUTLINE: ITALIAN

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #2 Identificazione e descrizione		
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun - singular and plural - partitive + noun - expressing possession	nouns - used as adjectives	
pronouns - subject - interrogative	pronouns - indirect object - relative - demonstrative - possessive	pronouns - indefinite
verbs - present - interrogative - perfect	verbs - imperative - dependent infinitive - past continuous (imperfect) - modals	verbs - infinitive constructions - any useful tense - any needed mood - participles - passive voice
adjectives - predicate - with the noun - demonstrative - possessive - interrogative - of quantity	adjectives - ordinal numbers - comparative - superlative	adjectives - after an indefinite pronoun
adverbs - interrogative	adverbs - modifying an adjective	
other elements - prepositions - negation - coordinate conjunctions - cardinal numbers - impersonal expressions	other elements - subordinate conjunctions - noun clauses - adjective clauses - indirect discourse	
RELATED VOCABULARY AREAS schools: staff, rooms, classroom objects; family members, kinship; house: rooms, furniture; clothing; foods; colors; animals, weather; professions; nationalities, languages; parts of the body; illnesses; vocabulary for sensory observations, number, size, shape, format, materials; selected technological vocabulary; idiomatic expressions and metaphors		

CONCEPT #3 Ludgo

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Dov'è suo padre? A casa. Dove sono i piatti? Là, sulla tavola. Dove andate, ragazzi? Alla mensa. Dove va Maria il sabato? Va a ballare al circolo dei giovani. Lavorano a Roma. Con chi abiti? Con i miei cugini. Dove abita? Abito in via Nazionale, 37. Dove abita Teresa? Al pian terreno. Firmi in calce, signor Carini. Susanna, scrivi la terza domanda alla lavagna. Quella casa ha quattro stanze da letto.	Dov'è la banca? Vada diritto per tre isolati e poi giri a destra in Via Mazzini. Senta, scusi, dov'è l'ufficio? È in fondo al corridoio, la terza porta a destra. Firenze è sull'Arno. Torino e Venezia si trovano nell'Italia del Nord: Torino ad ovest e Venezia ad est. Sono appena tornati dall'Italia. Noi faremo un viaggio in Oriente nel mese di luglio. Volevo andare in montagna quest'estate, ma Michele preferisce andare al mare. Abitava in campagna con sua madre.	È questa la casa dove nacque Colombo? Abbiamo bisogno di indicazioni precise per arrivare a casa di Roberto. La moglie ha detto che i medici avevano trovato la causa della malattia: un tumore al polmone sinistro. La macchina è stata trovata al centro della città. Sull'autostrada, nelle vicinanze dì Milano, ci siamo imbattuti in una tempesta di neve. Ficcava il naso dappertutto. Ha la testa tra le nuvole.

COMMUNICATIVE CONCEPTS PLANNING OUTLINE: ITALIAN

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #3 Ludqo		
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun - singular and plural - expressing possession - used as adjectives		
pronouns - interrogative	pronouns - subject	pronouns - reflexive
verbs - present - interrogative - imperative - expressing motion	verbs - dependent infinitive - future - perfect - past continuous (imperfect) - modals	verbs - any useful tense - any needed mood - passive voice - infinitive consstructions - tense sequence
adjectives - possessive - ordinal numbers	adjectives - with the noun - demonstrative	
adverbs - interrogative		
other elements - prepositions - cardinal numbers	other elements - coordinate conjunctions	other elements - subordinate conjunctions - noun clauses - adjective clauses - indirect discourse
RELATED VOCABULARY AREAS adverbs of location; prepositions needed to express place and direction; rooms in the house and school; parts of a building; geographical features and locations, directions, compass points; idiomatic expressions and metaphors		

CONCEPT #4 Tempo

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Che ora è? Sono le due.	Quando incomincia lo spettacolo? Dopodomani.	Abitavano in quella casa da tre mesi quando si è incendiata.
Abbiamo un appuntamento con il preside? Sì, alle due e un quarto del pomeriggio.	Quando è partito l'autobus? Un'ora fa.	Quando arrivi a casa, chiama Stefano.
Ci incontriamo alle cinque e mezza.	Per quanto tempo resteranno in Europa? Per tre mesi.	Appena avranno finito i compiti, guarderanno la T.V.
Non arriva mai prima delle otto di mattina.	Ha tempo fino a lunedì per finire questo compito e fino a venerdì quello.	Pagherai quando arriverà il conto.
Il volo 439 è arrivato ieri alle diciannove e cinquanta.	Aspetto il tassì da un'ora.	Ha detto che loro volevano andarsene fra venti minuti.
Le nostre lezioni di storia sono di pomeriggio.	Ho messo quattro ore per finire il compito.	Partendo da Roma a quell'ora, potrebbero arrivare a casa prima di cena.
Che giorno è? È venerdì.	Riceverà il libro fra poco.	Io non sapevo che si fossero sposati in autunno.
Oggi è mercoledì, cinque giugno, 1988.	Li abbiamo conosciuti per la prima volta durante le vacanze estive.	Per quanto tempo deve cuocere l'arrosto? Per un'ora e mezza.
Quando è il suo compleanno? Il ventiquattro marzo.	Enrico stava per fare colazione.	Prima mescola la farina e il sale; poi aggiungi l'olio a poco a poco; poi rimescola il tutto.
In che giorno viene l'infermiera? Il giovedì.	Andavano al cinema ogni sabato sera.	Quel film è stato girato negli anni sessanta.
Hai tu ancora la stessa macchina? Non più.	Gli mandavamo un pacco ogni anno.	Quel castello è stato costruito nel tredicesimo secolo.
In che giorno cade la Pasqua quest'anno?		
Vieni alle sette di sera.		

CONCEPT #4 Tempo (continuazione)

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
		Gli stanno organizzando una festa per il compleanno per la settimana prossima. Ci dica quando si deve fare il primo pagamento. Non sappiamo quanto tempo abbiamo per finire l'esame.

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #4 Tempo		
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun - singular and plural - used as adjectives		
pronouns - subject - reflexive	pronouns - direct object - indirect object - demonstrative	
verbs - present - interrogative - imperative - perfect	verbs - future - past continuous (imperfect) - infinitive constructions - action continuing into the present - duration of time in the past	verbs - any useful tense - any needed mood - participles - passive voice - tense sequence - expressing implied future - action continuing into the past
adjectives - with the noun - demonstrative - possessive - interrogative		adjectives - ordinal numbers
adverbs - modifying the verb - interrogative		
other elements - prepositions - cardinal numbers		other elements - impersonal expressions - subordinate conjunctions - noun clauses - adverb clauses - indirect discourse
RELATED VOCABULARY AREAS time: days, parts of the day, dates, name days, holidays, festivals, months, seasons, hours, half-hours, quarter- hours, minutes, 24-hour schedules; school timetables; age; cardinal and ordinal numbers; adverbs of time: yesterday, the day after tomorrow, then, next, finally, etc.; negative adverbs of time: never, no more, not yet, etc.; school subjects; transportation; meals		

CONCEPT #5 Quantità e dimensione

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Ci sono otto nuovi studenti nella classe d'italiano. Quanti televisori ha? Ire. Ho bisogno di soldi. Quanti? Venti dollari. Marco ha molti amici. Quattro per due fa otto; centro trentasette meno ventotto fa centonove. Ha bevuto un bicchiere d'acqua. Prenda due aspirine ogni quattro ore. Che tempo fa? Fa caldo. Trentadue gradi all'ombra. La scuola non è lontana da casa mia. Quanti anni ha Daniela? Quasi sedici. È grave, oggi?	Che numero di scarpe calza e che taglia di vestito porta? Quanto è grande questa stanza? È lunga sei metri e larga tre metri. La sua porzione sarà più grande della mia. Quanto è distante Palermo da qui? Quasi cinquecento chilometri. Qual è il fiume più lungo del mondo? Pietro è alto un metro e novanta e pesa soltanto ottanta chili. Il limite di velocità è di cento chilometri l'ora. Ora, il serbatoio della benzina è vuoto. Deve aggiungere duecento grammi di farina. Che altezza aveva la statua? Era così alta che toccava il soffitto. Un chilometro è poco più della metà di un miglio. Questa stoffa costa diecimila lire al metro. Era troppo stanco per andare alla festa.	Quella ragazza studia meno di me perché non ha nessuna difficoltà in questa materia. Mi sono rimasti pochi giorni di vacanza. Quante pagine aveva quel libro? Più di cento. Il giornalista ha detto che c'erano migliaia di persone allo spettacolo. Pesa quasi trenta chili - trentadue per essere precisi. Qual è l'area di una stanza larga cinque metri e lunga sette metri? Trentacinque metri quadrati. Qual è il volume di questo cubo? Centoventicinque metri cubi. Quanti soldi sono stati raccolti? Incluso il suo contributo, abbiamo $211.00.

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #5 Quantità e dimensione		
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun - singular and plural - used as adjectives - expression of quantity + noun	nouns - expressing possession	
	pronouns - possessive	
verbs - present - interrogative - imperative - perfect	verbs - dependent infinitive - future - past continuous (imperfect) - modals - infinitive constructions	verbs - any useful tense - any needed mood - participles - passive voice - tense sequence
adjectives - predicate - with the noun - possessive - of quantity	adjectives - demonstrative - interrogative - comparative - superlative	
adverbs - modifying an adjective - interrogative		
other elements - prepositions - negation - cardinal numbers - impersonal expressions	other elements - coordinate conjunctions - subordinate conjunctions - adverb clauses	other elements - indirect discourse
RELATED VOCABULARY AREAS numbers; arithmetical expressions; expressions of quantity; adverbs of degree: very, too, almost, etc.; formulas for expressing measurement; sizes; temperature; distances; mass; money; prices; mathematics problems; clothes; consumer goods; containers; rooms; foods; recipes; medications; dosages		

COMMUNICATIVE CONCEPTS PLANNING OUTLINE: ITALIAN

CONCEPT #6 Azioni e intenzioni

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Vado in ufficio adesso.	Chiedigli di aiutarti.	Voglio che qualcuno prenda degli appunti. Chiedilo alla ragazza che è appena entrata.
Fabrizio va a scuola ogni giorno a piedi.	Il gruppo di Silvana sarà il prossimo a presentare la sua relazione.	Potresti accompagnarmi in biblioteca?
Che cosa vogliono fare adesso? Vogliono lavare il pavimento.	Vorrei un caffè. Mi presteresti un dollaro?	Potrebbe farle un colpo di telefono?
Mentre tornava a casa, Patrizia ha comprato del pane.	Devi provare a scriverlo così.	Sono sicuro che sei capace di farlo.
Non aprire ancora la porta.	Potrebbe darmi il dizionario, per favore. Sì, certamente.	Non sono sicura che lui verrà eletto dagli studenti.
Può cominciare adesso il suo progetto.	Orlando andò dal dentista.	Noi saremmo felici di aiutarvi in qualsiasi modo.
Posso guardare la T.V. stasera? Sì.	Partiremo per Napoli la settimana prossima.	Mi dispiace ma non posso permetterle di fare questo.
Mi spieghi questa frase per favore. Non l'ho capita.	Ho detto di non dimenticartene.	Sarebbe bene se qualcuno aiutasse a lavare i piatti.
Non toccare quelle pentole! Sta' attento.	Sei in grado di farlo. Hai fatto molti esercizi.	Io vorrei suggerirti di cominciare la tua lezione con uno schema alla lavagna.
È quasi corretto. Prova ancora una volta.	Per favore, non ci assegni compiti da fare stasera. C'è un ballo.	Vorrei spiegarle il tipo di lavoro che dovrà fare.
Si è tagliata molto male.		Si sono rifiutati di contribuire.
		Ti consiglierei di non dirglielo.
		Francesca si è fatta fare una fotografia.
		La barca è stata costruita da noi.

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #6 Azioni e intenzioni		
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun - singular and plural - partitive + noun	nouns - expressing possession	
pronouns - direct object - interrogative - reflexive	pronouns - indirect object	pronouns - subject - indefinite - object of a proposition - relative - demonstrative
verbs - present - interrogative - imperative - perfect - past continuous (imperfect) - modals (may and want) - dependent infinitive	verbs - simple past - future - polite conditional - infinitive constructions	verbs - any useful tense - any needed mood - passive voice - tense sequence
adjectives - predicate - demonstrative - possessive - of quantity		
adverbs - modifying the verb - modifying an adjective		
other elements - prepositions - negation	other elements - indirect commands	other elements - coordinate conjunctions - impersonal expressions - subordinate conjunctions - noun clauses - adjective clauses - negative with infinitives - causative construction
RELATED VOCABULARY AREAS formulas of politeness; expressions for command, permission, advice, persuasion, refusal, encouragement, etc.		

COMMUNICATIVE CONCEPTS PLANNING OUTLINE: ITALIAN

CONCEPT #7 Maniere e mezzi

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
La signora Adelfi scrive bene. Sua madre parla sempre a bassa voce. Lavorano molto. Come si scrive "visible" in inglese? Come si dice "teacher" in italiano? Come sei venuto a scuola? A piedi o in autobus? Apri la porta con questa chiave. Dove trovo il significato di queste parole? Le cerchi sul dizionario.	Come può tornare Rita a casa più facilmente? Può prendere un tassì o venire con Filippo. Come farò a conoscerlo al più presto possibile? Si metterà un garofano rosso all'occhiello. Hanno usato una carta di credito per pagare il costo dei biglietti. Io ho già pagato con un assegno. Scusi, come funziona questa macchina? Si deve schiacciare questo bottone. Come si riempie questo modulo? Puoi aggiustarlo con un cacciavite. Sono certa che questo è il modo di risolvere il problema. Come ha fatto a finire questo esercizio così presto? Mi hanno aiutato più i miei amici che i suoi. Mandarono quel pacco per via aerea. Cucinerei per lui ma non ha fame.	Ha chiuso la valigia sedendocisi sopra. Come potevo sapere che venivano con il treno. Lasciami spiegare com'è successo. Avevo il vassoio in mano quando Carlo mi ha spinto. L'esame è stato programmato con il computer. La casa è riscaldata con il gas naturale.

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #7 Maniere e mezzi		
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun - singular and plural	nouns - used as adjectives	
pronouns - direct object	pronouns - object of a preposition - relative - demonstrative - possessive	- object of a preposition
verbs - present - interrogative - imperative - perfect	verbs - simple past - dependent infinitive - future - conditional - modals - infinitive constructions	verbs - any useful tense - any needed mood - participles - passive voice - tense sequence
adjectives - with the noun - demonstrative - possessive		
adverbs - modifying the verb - interrogative	adverbs - comparative - superlative	
other elements - prepositions - coordinate conjunctions - impersonal expressions	other elements - subordinate conjunctions - noun clauses	other elements - adverb clauses - indirect discourse
RELATED VOCABULARY AREAS adverbs of manner and means; prepositions to express manner and means; transportation; shipping; mail; tools and equipment; recipes; model-building; handicrafts		

CONCEPT #8 Causa ed effetto

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Perchè studia? Perchè ha un esame domani.	Giuseppe ha vinto perchè era forte e veloce.	È in collera per quello che hai detto.
Parti subito o sarai in ritardo.	Saverio è così alto che ha dovuto comprare un letto speciale.	Ha dato una risposta così chiara che tutti hanno capito.
È rimasto a casa a causa della tempesta.	Per festeggiare la festa della mamma, comprò un mazzo di fiori.	Papà ha fatto tagliare l'erba a Pietro.
Come si fa a dormire con questo caldo? Apri la finestra della tua stanza.	Siccome non è ancora arrivato, non possiamo andare a vedere quel film.	Marco verrà alla festa purchè ci venga anche Anna.
Senza gli occhiali, Antonio non vede bene.	Per quale motivo vuole partire?	I miei genitori fanno sacrifici affinchè io possa andare all'università.
La chiave rossa apre la porta di casa.	Carmela è brava: ci darebbe la risposta.	Finalmente, Massimo si è fatto tagliare i capelli.
	Mentre noi guardavamo, la macchina si è fermata improvvisamente.	Se "a" è uguale a "b", "a" al quadrato è uguale a "b" al quadrato.
	Il suo incidente è stato causato dal temporale.	L'iniziativa del consiglio studentesco ha migliorato l'atmosfera della scuola.
	Il latte? La signora Crispi lo metterà nel frigorifero prima di uscire.	Vorrei dire due parole a favore di Marianna Tursi: in primo luogo, è la persona più qualificata; in secondo luogo ha il tempo per dedicarsi a questo lavoro.
		Se fossimo stati a casa di Elena, l'avremmo aiutata.
		Il lavoro è finito e allora possiamo andarcene.
		Essendo ammalato, non ha potuto partecipare.

YEAR 1	YEAR 2	YEAR 3/OAC

CONCEPT #8 Causa ed effetto

RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular and plural	nouns	- expressing possession - used as adjectives		
pronouns	- interrogative	pronouns	- direct object - indirect object - relative		
verbs	- present - interrogative - imperative - dependent infinitive - perfect	verbs	- simple past - future - past continuous (imperfect) - conditional - modals - passive voice	verbs	- any useful tense - any needed mood - participles - tense sequence - gerunds (verbal nouns)
adjectives	- with the noun - possessive	adjectives	- predicate - interrogative	adjectives	- ordinal numbers - comparative
adverbs	- modifying the verb - interrogative	adverbs	- modifying an adjective		
other elements	- prepositions - coordinate conjunctions	other elements	- negation - subordinate conjunctions - adjective clauses - adverb clauses	other elements	- causative construction - conditional sentences (hypothetical)

RELATED VOCABULARY AREAS

conjunctions expressing cause and effect: as, because, in order to, since, so, therefore, with the result that...; if...then; adverbs expressing sequence; situations involving explanations and instructions: sports, crafts, cooking, hobbies, projects; excuses; arguments, debates

CONCEPT #9 Emozioni, sentimenti, desideri

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Sono contenta.	Ti hanno assunto al giornale? Bene! Auguri!	Mi dispiace che abbiano licenziato quel meccanico.
È un film terribile.	La madre di Carmine è molto ammalata. L'hanno portata all'ospedale. Oh, mi dispiace molto.	Non credevo quello che l'annunciatore stesse dicendo
Ti piace nuotare? Non, non mi piace.	Erano molto contenti del loro nuovo televisore.	Ho paura che venga una bufera.
Vuole andare a sciare? Certo! È un'ottima idea! Forse domani.	Ha sempre odiato quel cantante rock.	Che peccato che non compri biglietti per la lotteria
Cesare ha paura dei serpenti.	Il comitato ha veramente apprezzato la sua cartolina.	Sono contenta che sua madre sia andata in Italia.
Lo farà veramente?	Marina sarà molto felice di conoscerlo alla festa.	Al preside è dispiaciuto che io sia stata bocciata.
C'è qualcosa che non va? Spero di no.	Smettila per favore! Dà fastidio ai vicini.	Fulvio aveva paura che gli avessero rubato la macchina.
Sei arrabbiato? Nient'affatto!	Sarà difficile per Eugenio di andare al funerale di suo cugino.	Se Lisa l'avesse detto a me, avrei avuto la stessa reazione.
Che peccato! Emma ha perso il suo portafoglio.	Vorresti guardare questo programma o un altro?	Per favore, non me lo chieda adesso; non posso proprio parlarne.
	Lo studente deve presentarsi per l'esame orale alle otto.	Speravo che venisse allo studio questa domenica. Era annoiato perché non aveva niente da fare.
	Il direttore licenziò l'impiegato.	Chiederle di pagare il conto era ridicolo!
		Non sapevo se il suo collega avesse ricevuto un aumento di stipendio.
		Studiando, s'impara.

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #9 Emozioni, sentimenti, desideri		
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun - singular and plural	nouns - expressing possession	
pronouns - direct object - indirect object - indefinite		pronouns - subject - object of a preposition - relative
verbs - present - interrogative - perfect - modals (want) - dependent infinitive	verbs - imperative - simple past - future - past continuous (imperfect) - polite conditional - modals expanded - infinitive constructions	verbs - any useful tense - any needed mood - passive voice - gerunds (verbal nouns) - tense sequence
adjectives - predicate - exclamatory	adjectives - with the noun - demonstrative - possessive	
adverbs - modifying the verb	adverbs - modifying an adjective	
other elements - prepositions - negation		other elements - subordinate conjunctions - noun clauses - adverb clauses
RELATED VOCABULARY AREAS exclamations; vocabulary to express: pleasure, displeasure, congratulations, gratitude, hope, disappointment, despair, anger, fear, worry, regret, grief, sympathy, confidence, uncertainty; situations: tests, examinations, sports, shows, parties, lottery, funeral, hospital, wedding, concert, drama, television, hiring, firing, raise		

CONCEPT #10 Giudizi e opinioni

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Ben fatto!	Probabilmente, hai ragione.	C'è divieto di sosta in questa strada.
Mi piace la musica.	Secondo me, prima si dovrebbe fare questo lavoro.	I genitori di Gaetano sono contrari al fatto che Marta fumi.
Che bel cavallo!	Secondo Domenico, la pagella di Stefano è migliore della mia.	È la sola persona che possa aiutarmi.
Il nostro cane è intelligente ma pigro.	Dobbiamo cominciare alle otto.	È stato il migliore film che io abbia mai visto.
Hai torto. Non sono d'accordo.	Ti perdono questa volta, ma non devi farlo più.	L'ispettore dubitava che potessero vendere quella macchina; era difettosa.
Marcella scrive molto bene.	Penso che tu abbia fatto il numero sbagliato.	Ha ragione, ma non ne sono ancora convinta.
A Rocco non piacciono i gatti.	Non è colpa mia; è colpa di Matteo.	Ero sicuro che quell'uomo era il fratello di Maria. Le assomiglia.
Che ne pensi? A me piace.	Questo saggio è chiaramente superiore a quell'altro.	Malgrado i miei dubbi, sono uscita con loro.
Non fumare qui!	Apprezzava quello che gli insegnanti facevano per lui.	L'allenatore avrebbe approvato i nostri schemi di gioco.
A mio parere, le domande sono troppo difficili.	I compagni lodavano lo studente che ha vinto il premio.	Ha vinto perchè ha fatto uno sforzo immenso.
Chi ha dato la risposta corretta? Anna.		Lasciatemi spiegare il mio punto di vista.
Il bambino può rimanere a scuola fino alle quattro oggi.		Pensavi che Elvira vincesse?
Vuole guidare la macchina ma è troppo giovane.		È possibile che saranno in ritardo.

CONCEPT #10 Giudizi e opinioni (continuazione)

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
		Se fossi in te, comprerei quello rosso. È importante che tu sia lì in anticipo. Ha detto che l'architetto vorrebbe fare i disegni necessari.

COMMUNICATIVE CONCEPTS PLANNING OUTLINE: ITALIAN

CONCEPT # 10 Guidizi e opinioni

YEAR 1		YEAR 2		YEAR 3/OAC	
RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular and plural	nouns	- expressing possession		
pronouns	- interrogative - object of a preposition	pronouns	- relative - possessive	pronouns	- indirect object
verbs	- present - interrogative - imperative - perfect - modals (can, want) - dependent infinitive	verbs	- past continuous (imperfect) - modals expanded - conditional - perfect subjunctive	verbs	- any useful tense - any needed mood - participles - tense sequence
adjectives	- predicate - with the noun - exclamatory	adjectives	- demonstrative - possessive - comparative	adjectives	- superlative
adverbs	- modifying the verb - modifying an adjective - modifying another adverb				
other elements	- prepositions - negation - coordinate conjunctions	other elements	- impersonal expressions - subordinate conjunctions - noun clauses - adjective clauses	other elements	- adverb clauses - indirect discourse

RELATED VOCABULARY AREAS

simple expressions of opinion: agreement, disagreement, approval, disapproval; modal verbs expressing possibility, obligation, wish, permission; expressing usefulness, value; classroom management: discipline, rules, regulations, code of behaviour

CONCEPT #1 Formas convencionales de conversación

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Saludos formales y familiares Buenos días, señor López. Buenos días, señora Gómez. ¿Qué tal, Luisa? ¡Hola! ¡Próspero Año Nuevo! ¡Feliz cumpleaños! ¡Felicidades!	Saludos formales y familiares Buenos días, señoras y señores. Buenas tardes, señor. Buenas noches, señor. Quisiera darle la bienvenida.	Salutaciones de cartas Muy señor(es) mío(s): Estimada señora Gómez: Querido Alejandro:
Despedidas Adiós. Hasta luego. Hasta la vista. Cuídate.	Despedidas Ha sido un placer hablarte pero tengo que irme ahora. Muchas gracias por una tarde agradable. Fue un placer el conocerle. ¿Cuándo volveremos a verle?	Despedidas de cartas Su seguro servidor (S.S.S.) Attos. y ss. ss. De Ud. atto. y S. S. Afectuosamente. Su amigo. Cariñosamente.

CONCEPT #1 Formas convencionales de conversación (continuación)

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Charlas frívolas ¿Cómo estás? Regular, gracias. Así, así, gracias. ¿Qué hay de neuvo? Cómo te llamas? Me llamo Juan. ¿Conoces bien a Miguel? Hoy hace un día precioso, ¿no? ¿De veras? ¡Qué lástima!	Charlas frívolas y llamadas telefónicas Me gustaría que conocieras a mi amigo. ¿Me permite presentarle a Carlos Suárez? ¿Has conocido a Pepe? ¿Has terminado con el periódico? ¿Podría dármelo? ¿Está Juanita, por favor? ¿Podría hablarle? ¿Leyó Ud. lo del incendio en el hotel el verano pasado?	Charlas frívolas y expresiones comunes para cartas y llamadas telefónicas ¿Ha oído decir que...? Dicen que.../Se dice que... Me preguntaba si... ¿Es verdad que...? Sentí saber que... ¡Ud. no lo dice en serio! No puedo creer que... ¿De veras? ¡No me digas! Quisiera presentar mi solicitud para... Me gustaría recibir un ejemplar de... ¿Quisiera dejar un recado? ¿Dónde se puede poner en contacto con Ud?

CONCEPT #1 Formas convencionales de conversación (continuación)

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Expresiones de cortesía y para llamar la atención Por favor. Muchas gracias. Dispense Ud. ¡Con su permiso! ¿Puedo salir?	Expresiones de cortesía y para llamar la atención ¿En qué puedo servirle? ¿Con quién quería hablar? Con su permiso, ¿puedo ver al director?	Expresiones de cortesía y para llamar la atención Siento interrumpir, pero hay una llamada telefónica para Ud. ¿Quisiera decirme dónde se halla la recepción, por favor?
Modos de disculparse Perdóneme. Discúlpeme. Lo siento.	Modos de disculparse Siento haber llegado tarde; perdí el autobús. No podía hacer mis quehaceres domésticos porque estaba ausente.	
Modos de alabar ¡Bravo! ¡Bien hecho! ¡Felicidades! ¡Enhorabuena!	Modos de alabar Ud. está muy bonita hoy. ¡Qué buen trabajo! ¡Qué chaqueta tan vistosa!	

COMMUNICATIVE CONCEPTS PLANNING OUTLINE: SPANISH

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #1 Formas convencionales de conversación (continuación)		
EXAMPLES	EXAMPLES	EXAMPLES
Conversaciones para la hora de comer Tengo hambre. Pase Ud. el azúcar, por favor. ¿Qué hay de comer? ¿Quieres arroz con pollo? Está sabroso. ¡A su salud! ¡Salud!	Conversaciones para la hora de comer ¿Podríamos pedir ahora? Me gustaría el plato del día.	Conversaciones para la hora de comer Quisiera brindar a la novia. ¿Desea Ud. algo más? No, gracias. De ningún modo podría comer postre.

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #1 Formas convencionales de conversación		
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun - singular and plural - partitive + noun	nouns - expressing possession - used as adjectives	
pronouns - subject - direct object - interrogative	pronouns - indirect object - object of a preposition	pronouns - indefinite
verbs - present - interrogative and question formulas - imperative - modals (may and want) - dependent infinitive	verbs - simple past - future - perfect - polite conditional - conditional - infinitive constructions	verbs - any useful tense - any needed mood - participles - tense sequence
adjectives - predicate - with the noun - possessive - of quantity - exclamatory		adjectives - after an indefinite pronoun
adverbs - modifying the verb - interrogative	adverbs - modifying an adjective	
other elements - prepositions - impersonal expressions	other elements - coordinate conjunctions - subordinate conjunctions - noun clauses - adverb clauses	other elements - indirect discourse
RELATED VOCABULARY AREAS		
socializing: greetings, congratulations, sympathy, compliments, excuses, leave-taking, introductions, idiomatic expressions, gossip, telephone talk; seasons, holidays, weather; health, food, menu; expressing gratitude; attracting attention; interrupting; letters: informal, business, job application; interviews; interjections and exclamations		

CONCEPT #2 Identificación y descripción

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
¿Qué es esto/eso? Es un(a)...	¿De quién es este libro cuadrado? Es mío.	Aquí hay algo interesante.
¿Quién llama a la puerta? Es...	Muéstrame lo que has comprado.	No hay nada difícil en la prueba.
¿Qué postre quieres? La naranja grande.	El estudiante que salío de la sala de clase estaba enfermo.	Sus manos se sienten frías.
¿Es ése su coche? No, es el coche de mi hermana.	¿Deseaba Ud. esta camisa o aquélla? La blanca.	Esa música suena horrible.
Ese no es mi impermeable.	¿Podría explicar alquien lo que es esto?	El profesor está palido.
¿Qué ciudad es ésa? Es Sevilla.	¿Qué tipo de pez cogió?	¿Qué tal le pareció el postre? Tenía un sabor delicioso.
Ella es médico y él es dentista.	Su coche era menos caro que mi motocicleta.	¿Qué pasó? Fue atropellado por un camión.
Es rusa pero habla francés.	Su perro es más grande que el tuyo.	De estos cuatro artículos, el segundo no pertenece porque es una legumbre; los otros son frutas.
¿De qué color es? Es azul.	Ibamos a hacer el ejercicio más fácil.	La señora sentada en el sofá es su bisabuela.
¿Cómo es aquella casa? Pequeña pero cómoda.	Dice que es muy difícil.	¿Qué tecla se aprieta para salgar la próxima pregunta? Apriete Ud. <<VUELTA>>.
¿Qué edad tiene? Tiene quince años.	¡Esa es una historia tan cómica!	¿Qué es esa luz intermitente? Es una ambulancia.
¿Qué tiempo hace? Hace mucho calor.	No puedo contestar la tercera pregunta. ¿Puede Ud. contestarla?	Su sobrinito se portó como un ángel durante la boda; estuvo más callado que un muerto.
Qué quiere Ud.? Dos hamburguesas y patatas fritas, por favor.	Quién es el hombre barbirrojo?	
¿Qué te pasa? ¿Qué tienes? Tengo dolor de oído.	En la sala de estar tienen un sofá y sillas de cuero.	

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #2 Identificación y descripción (continuación)		
EXAMPLES	EXAMPLES	EXAMPLES
¿Qué están haciendo? Yo estoy leyendo y ella está mirando la tele. ¿Qué cinta compró?		

COMMUNICATIVE CONCEPTS PLANNING OUTLINE: SPANISH

CONCEPT #2 Identificación y descripción

YEAR 1		YEAR 2		YEAR 3/OAC	
RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular and plural - partitive + noun - expressing possession	nouns	- used as adjectives		
pronouns	- subject - interrogative	pronouns	- direct object - indirect object - relative - demonstrative - possessive	pronouns	- indefinite
verbs	- present - interrogative - simple past	verbs	- imperative - dependent infinitive - perfect - past continuous (imperfect) - polite conditional - modals	verbs	- infinitive constructions - any useful tense - any needed mood - participles - passive voice
adjectives	- predicate - with the noun - demonstrative - possessive - interrogative - of quantity	adjectives	- ordinal numbers - comparative - superlative	adjectives	- after an indefinite pronoun
adverbs	- interrogative	adverbs	- modifying an adjective		
other elements	- prepositions - negation - coordinate conjunctions - cardinal numbers - impersonal expressions	other elements	- subordinate conjunctions - noun clauses - adjective clauses - indirect discourse		

RELATED VOCABULARY AREAS

schools: staff, rooms, classroom objects; family members, kinship; house: rooms, furniture; clothing; foods; colors; animals; weather; professions; nationalities, languages; parts of the body; illnesses; vocabulary for sensory observations, number, size, shape, format, materials; selected technological vocabulary; idiomatic expressions and metaphors

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #3 Localización		
EXAMPLES	EXAMPLES	EXAMPLES
¿Dónde está su padre? En casa. Dónde están las legumbres? Allí, sobre la mesa. ¿Adónde vas? A la cafetería. ¿Adónde va María los jueves? Al club de drama. Trabaja en Toronto. ¿Dónde se hospedan Uds.? En casa de nuestra abuela. ¿Cuál es su dirección? Vivo en la calle Rey, 379. ¿Dónde vive Raúl? Abajo en el apartamento del sótano. Firme Ud. en la línea de puntos. Juan puso la pregunta tres en la pizarra.	¿Dónde se halla el banco? Siga Ud. derecho tres cuadros más y entonces vire a la derecha por la calle Mayor. ¿Podría Ud. ayudarme? ¿Dónde está el lavabo? Está en el corredor, la tercera puerta a la derecha. Toledo está situada en el río Tajo. Sevilla está al sudoeste de Córdoba. Acaban de volver de Polonia. Viajaremos al Oriente en el mes de julio. Quería viajar a las montañas este verano pero Miguel prefiere el mar. Vivía en el campo con su madre.	¿Es ésta la casa donde nació el doctor Bethune? Sí, a menos que yo no tenga razón. Necesitaremos direcciones detalladas para llegar a la oficina de Manuel Ana dijo que Tomás había hallado los billetes en el cajón superior. Se ha hallado el coche robado en el centro. Pasando por Barrie en la carretera 400, dimos con una tempestad terrible. El tiene la cabeza por las nubes.

COMMUNICATIVE CONCEPTS PLANNING OUTLINE: SPANISH

CONCEPT #3 Localización

YEAR 1		YEAR 2		YEAR 3/OAC	
RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular and plural - expressing possession - used as adjectives				
pronouns	- subject - interrogative	pronouns	- direct object		
verbs	- present - interrogative - imperative - simple past - expressing motion	verbs	- dependent infinitive - future - perfect - past continuous (imperfect) - polite conditional - modals	verbs	- any useful tense - any needed mood - participles - passive voice - infinitive constructions - tense sequence
adjectives	- possessive	adjectives	- with the noun - demonstrative - ordinal numbers		
adverbs	- modifying the verb - interrogative				
other elements	- prepositions - cardinal numbers	other elements	- coordinate conjunctions	other elements	- subordinate conjunctions - noun clauses - adjective clauses - indirect discourse

RELATED VOCABULARY AREAS

adverbs of location; prepositions needed to express place and direction; rooms in the house and school; parts of a building; geographical features and locations, directions, compass points; idiomatic expressions and metaphors

CONCEPT #4 Modos de indicar el tiempo (horas, fechas, duración, etc.)

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
¿Qué hora es? Es la una de la tarde.	¿Cuándo es el concierto? Pasado mañana.	Hacía tres meses que vivían en la casa cuando se quemó de arriba abajo.
¿A qué hora duermen la siesta los españoles? Entre las tres y las cuatro y media.	¿Cuándo salió el autobús? Hace una hora.	Cuando llegue a casa, llame a Juan.
Reúnase Ud. conmigo a las diez y cuarto mañana por la mañana.	¿Cuánto tiempo estarán en Europa? Tres meses.	Luego que terminen su tarea, podrán mirar la tele.
Nunca está aquí antes de las ocho de la mañana.	Ud. tiene que terminar esto para el lunes.	Espere Ud. hasta que lleguen.
Ayer el vuelo 439 llegó a las 19:50.	Hace una hora que espero el taxi.	Dijo que querían salir dentro de veinte minutos.
Nuestras clases de historia son por la mañana.	Tardé cuatro horas en completar la asignación.	Saliendo entonces, llegarían a casa antes de la cena.
¿Qué día es? Es viernes.	Creo que te han enviado el libro.	Ella no sabía que habían salido hace cinco horas.
Hoy es miércoles, el 5 de junio de 1988.	Los visitamos durante las vacaciones de marzo.	¿Cuánto tiempo tarda en cocerse el asado? Una hora y media.
¿Cuándo es su cumpleaños? El 24 de marzo. Tengo quince años.	Enrique estaba para almorzar.	Primero mezcle los ingredientes secos; luego añada leche gradualmente; y después mueva vigorosamente.
¿Qué día está aquí la enfermera? Los jueves.	Solían ir al cine todos los sábados por la noche, si no tenían nada más que hacer.	Se filmó aquella película en los sesenta.
¿Conduce Ud. todavía el mismo coche? Ya no.		Se construyó aquel castillo en el siglo trece.
¿Cuándo cae la Pascua Florida este año?		Piensan darle a ella una fiesta de despedida la semana que viene.
		Díganos cuándo se vence el primer pago.
		No sabemos cuánto tiempo tenemos para escribir la prueba.

COMMUNICATIVE CONCEPTS PLANNING OUTLINE: SPANISH

CONCEPT #4 Modos de indicar el tiempo (horas, fechas, duración, etc.)

YEAR 1		YEAR 2		YEAR 3/OAC	
RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular and plural - used as adjectives				
pronouns	- subject - direct object	pronouns	- indirect object - demonstrative		
verbs	- present - interrogative - imperative - simple past	verbs	- future - perfect - past continuous (imperfect) - infinitive constructions - action continuing into the present - duration of time in the past	verbs	- any useful tense - any needed mood - participles - passive voice - tense sequence - expressing implied future - action continuing into the past
adjectives	- with the noun - demonstrative - possessive - interrogative			adjectives	- ordinal numbers
adverbs	- modifying the verb - interrogative				
other elements	- prepositions - cardinal numbers - impersonal expressions	other elements	- subordinate conjunctions - noun clauses - indirect discourse	other elements	- adverb clauses

RELATED VOCABULARY AREAS

time: days, parts of the day, dates, name days, holidays, festivals, months, seasons, hours, half-hours, quarter- hours, minutes, 24-hour schedules; school timetables; age; cardinal and ordinal numbers; adverbs of time: yesterday, the day after tomorrow, then, next, finally, etc.; negative adverbs of time: never, no more, not yet, etc.; school subjects; transportation; meals

CONCEPT #5 Cantidad, extensión y dimensión

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Hay nueve estudiantes nuevos en la clase.	¿Qué número (de zapatos) calza Ud. y cuál es su talla de traje?	Su clase recibió menos deberes que la nuestra.
¿Cuántos televisores tiene él? Tres.	¿Qué tamaño tiene esta habitación? Mide cuatro metros de largo por tres de ancho.	A ellos les quedan unos pocos días de vacaciones.
Necesito dinero. ¿Cuánto? Mil pesos.	Cuando cortó la torta su pedazo era más pequeño que el mío.	¿De qué largo dijiste que era ese libro? De más de cien páginas.
José tiene muchos amigos.	¿A qué distancia queda el Perú de aquí? A unos nueve mil kilómetros.	Habrá miles de personas en el concierto.
Cuatro por dos son ocho; ciento treinte y siete menos veinte y nueve son ciento ocho.	¿Cuál es el río más largo del mundo?	Creo que pesa unos treinta kilos - treinta y dos ser para ser exacto.
Bebió un vaso de agua.	Pedro mide ciento noventa centímetros de altura y no pesa más que ochenta kilos.	¿Cuál es el área de un cuarto cinco metros de ancho por siete metros de largo? Treinta y cinco metros cuadrados.
Tome cuatro cápsulas cada cuatro horas.	La velocidad máxima es cien kilómetros por hora.	¿Cuál es el volumen de este cubo centímetro? Ciento veinte y cinco centímetros cúbicos.
¿Hace mucho calor afuera? Sí, treinta y dos grados centígrados a la sombra.	El tanque de gasolina ya estará casi vacío.	¿Cuánto dinero se ha recogido? Contando su donativo, tenemos doscientos once dólares.
La escuela no está muy lejos de mi casa.	Añade quince miligramos de sal.	
¿Cuántos años tiene María? Casi dieciséis años.	¿Cuántas personas cabían en el coche de Ana? Era tan grande que siete personas cabían cómodamente.	
Hoy está muy enfermo.	Un kilómetro es seis décimas de una milla.	
	los huevos van a costar un dólar sesenta y ocho centavos la docena.	

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #5 Cantidad, extensión y dimensión (continuación)		
EXAMPLES	EXAMPLES	EXAMPLES
	Catalina estaba demasiado cansada para ir a la fiesta.	

YEAR 1	YEAR 2	YEAR 3/OAC

CONCEPT #5 Cantidad, extensión y dimensión

RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular and plural - partitive + noun - expression of quantity + noun	nouns	- expressing possession - used as adjectives		
pronouns	- subject	pronouns	- possessive		
verbs	- present - interrogative - imperative - simple past	verbs	- dependent infinitive - future - modals - infinitive constructions	verbs	- any useful tense - any needed mood - participles - passive voice - tense sequence
adjectives	- predicate - with the noun - possessive - of quantity	adjectives	- demonstrative - interrogative - comparative - superlative		
adverbs	- modifying the verb - modifying an adjective - interrogative				
other elements	- prepositions - negation - cardinal numbers - impersonal expressions	other elements	- coordinate conjunctions - subordinate conjunctions - adverb clauses	other elements	- indirect discourse

RELATED VOCABULARY AREAS

numbers; arithmetical expressions; expressions of quantity; adverbs of degree: very, too, almost, etc.; formulas for expressing measurement; sizes; temperature; distances; mass; money; prices; mathematics problems; clothes; consumer goods; containers; rooms; foods; recipes; medications; dosages

COMMUNICATIVE CONCEPTS PLANNING OUTLINE: SPANISH

CONCEPT #6 Acciones e intensiones

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Voy a la tienda ahora.	Pídale Ud. que le ayude con ése.	Quiero que alquien tome apuntes. Pregúntele a la perona que acaba de entrar.
Isabel camina a la escuela todos los días.	El grupo de María puede ser el próximo en presentar su relato.	¿Quisiera llevarme a la biblioteca?
¿Qué quieren hacer ahora? Van a limpiar el garaje.	Me gustaría un café. ¿Pudiera Ud. prestarme un dólar? Lo siento pero no.	¿Pudiera darle una llamada?
De camino a casa Pablo compró pan.	Creo que Ud. debiera tratar de escribirlo así.	Estoy seguro de que Ud. sabe arreglárselas.
No abra la puerta todavía.	¿Pudiera Ud. pasarme el diccionario, por favor? Con mucho gusto.	No estoy seguro de que él fuera elegido por los estudiantes.
Ud. puede trabajar en sus proyectos ahora.	Julio tiene que ir al dentista.	Nos alegraríamos de ayudar de cualquier manera posible.
¿Puedo mirar la tele contigo esta noche? Sí.	Saldremos para Guadalajara la semana que viene.	Lo siento pero no puedo permitirle a Ud. hacer eso.
Hágame el favor de explicar esta frase; no la comprendí.	Le dije a Ud. que no se olvidara de eso.	Sería bueno si alguien se ofreciera a lavar los platos.
¡No toque Ud. esa olla! ¡Cuidado!	Ud. puede hacerlo; lo ha practicado a menudo.	Me permite sugerir que comience Ud. por hacer un bosquejo.
Está casi correcto. Trate Ud. otra vez. (Vuelva Ud. a tratarlo.)	Háganos el favor de no darnos deberes esta noche. Hay baile.	Quisiera aclarar en que consistirá su empleo.
Se cortó gravemente.		No quisieron contribuir nada.

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #6 Acciones e intensiones (continuación)		
EXAMPLES	EXAMPLES	EXAMPLES
		Le aconsejaría a Ud. que no se lo dijera a él. Blanca se hizo sacar una foto. El bote fue construido por ese hombre y su hija.

CONCEPT #6 Acciones e intensiones

YEAR 1		YEAR 2		YEAR 3/OAC	
RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular and plural - partitive + noun	nouns	- expressing possession		
pronouns	- subject - direct object - interrogative - reflexive	pronouns	- indirect object - demonstrative	pronouns	- indefinite - object of a proposition - relative
verbs	- present - interrogative - imperative - simple past - modals (may and want) - dependent infinitive - expressing motion	verbs	- future - perfect - polite conditional - infinitive constructions	verbs	- any useful tense - any needed mood - participles - passive voice - tense sequence
adjectives	- predicate - demonstrative - possessive - of quantity				
adverbs	- modifying the verb - modifying an adjective				
other elements	- prepositions - negation	other elements	- noun clauses - indirect commands	other elements	- coordinate conjunctions - impersonal expressions - subordinate conjunctions - adjective clauses - negative with infinitives - causative construction

RELATED VOCABULARY AREAS

formulas of politeness; expressions for command, permission, advice, persuasion, refusal, encouragement, etc.

CONCEPT #7 Modos y procedimientos

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Amalia escribe bien. Su madre siempre habla suavemente. Trabajan mucho. ¿Cómo se deletrea <<visible>>? ¿Cómo se dice <<profesor>> en chino? ¿Cómo vino Ud. a la escuela? ¿A pie o por autobús? Se abre la puerta con esta llave. ¿Cómo se halla el significado de estas palabras? Búsquelas en el diccionario. Póngase Ud. una camisa limpia.	¿Cómo puede llegar a casa Ana más fácilmente? Puede tomar un taxi o ir con Jaime. ¿Cómo sabré yo cuál es Ud.? Llevaré un clavel rojo. Emplearon una carta de crédito para pagar los billetes. Ya he pagado los míos por cheque. ¿Puede Ud. decirme cómo funciona esta máquina? Creo que se hace funcionar con este botón. No recuerdo cómo se toca aquella pieza. Ud. podría arreglarlo mejor con un destornillador sencillo. Estoy seguro de que así se resuelve el problema. ¿Cómo terminó Ud. esto tan rápidamente? Mis amigos me ayudaron. Envíe ese paquete por avión.	Cerró la maleta sentándose en ella. ¿Cómo hubiera podido saber yo que ellos venían por tren? Permítame explicar cómo pasó. Yo llevaba la bandeja con una mano cuando Jorge tropezó conmigo. Se desarrolló la prueba en la computadora. La casa se calienta con gas natural.

COMMUNICATIVE CONCEPTS PLANNING OUTLINE: SPANISH

CONCEPT #7 Modas y procedimientos

YEAR 1		YEAR 2		YEAR 3/OAC	
RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular and plural	nouns	- used as adjectives		
pronouns	- subject - direct object	pronouns	- indirect object - relative - demonstrative - possessive	pronouns	- object of a preposition
verbs	- present - interrogative - imperative - simple past	verbs	- dependent infinitive - future - perfect - conditional - modals - infinitive constructions	verbs	- any useful tense - any needed mood - participles - passive voice - tense sequence
adjectives	- with the noun - demonstrative - possessive				
adverbs	- modifying the verb - interrogative	adverbs	- comparative - superlative		
other elements	- prepositions - coordinate conjunctions	other elements	- subordinate conjunctions - noun clauses - indirect discourse	other elements	- adverb clauses

RELATED VOCABULARY AREAS

adverbs of manner and means; prepositions to express manner and means; transportation; shipping; mail; tools and equipment; recipes; model-building; handicrafts

CONCEPT #8 Causa y efecto

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
¿Por qué estudias? Porque hay una prueba mañana.	Marcos ganó porque era fuerte y rapido.	Está enojado a causa de lo que Ud. dijo.
¿Para qué estudias? Para hacerme médico.	Roberto es tan alto que tuvo que comprar una cama especial.	Explicó la pregunta de tal manera que todo el mundo comprendió.
Salga Ud. ahora o va a llegar tarde.	A causa del baile escolar las clases se terminan temprano hoy.	Papá le hizo cortar la hierba a Pedro.
A causa de la tempestad se quedó en casa.	Puesto que todavía no ha llegado no podremos ir a esa pelicula.	José vendrá a la fiesta con tal que Ana venga también.
¿Cómo se inicia el programa? Apriete <<VUELTA>>.	¿Por qué razón quiere salir?	Dicen que hacía meses que ella ahorraba para poder comprarse ese coche.
Sin gafas Federico no ve bien.	Si supiera la respuesta, nos la diría.	Gerardo se hizo cortar el pelo por fin.
Su llave dorada abre la puerta de la casa.	El coche que se paró de repente causó el accidente. Nosotros lo vimos.	Puesto que a es igual a b, a cuadrado es equivalente a b cuadrado.
	El accidente de Diego fue debido al mal tiempo.	Los esfuerzos del concilio de estudiantes han promovido un mejor espíritu escolar.
	A mi primo le gusta trabajar con las manos; por consiguiente, siempre construye modelos de coches. Es su pasatiempo favorito.	Quisiera hablar a favor de Pablo Fernández por las razones siguientes: en primer lugar, es la persona más competente; en segundo lugar, tiene tiempo para dedicarse al puesto.
		Si hubiéramos estado en casa de Elena la habríamos ayudado.

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #8 Causa y efecto (continuación)		
EXAMPLES	EXAMPLES	EXAMPLES
		Se ha terminado el trabajo; así que podemos salir ahora. Estando enfermo, no podía asistir.

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #8 Causa y efecto		
RELATED GRAMMAR	RELATED GRAMMAR Year 1 plus:	RELATED GRAMMAR Year 2 plus:
nouns - article + noun	nouns - expressing possession - used as adjectives	
pronouns - subject - interrogative	pronouns - direct object - indirect object - relative	pronouns - indefinite
verbs - present - interrogative - imperative - simple past - dependent infinitive	verbs - future - perfect - past continuous (imperfect) - conditional - modals	verbs - any useful tense - any needed mood - participles - passive voice - tense sequence
adjectives - with the noun - possessive	adjectives - predicate - demonstrative - interrogative	adjectives - ordinal numbers - comparative - superlative
adverbs - modifying the verb - interrogative	adverbs - modifying an adjective	
other elements - prepositions - negation - coordinate conjunctions - subordinate conjunctions	other elements - adjective clauses - adverb clauses	other elements - noun clauses - indirect discourse - causative construction
RELATED VOCABULARY AREAS		
conjunctions expressing cause and effect: as, because, in order to, since, so, therefore, with the result that...; if...then; adverbs expressing sequence; situations involving explanations and instructions: sports, crafts, cooking, hobbies, projects; excuses; arguments, debates		

CONCEPT #9 Emociones, sentimientos y deseos

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
Estoy contento. Soy feliz. la película es violenta ¿le gusta nadar? lo detesto. ¿Quieres dar un paseo en velero? ¡Cómo no! ¡Maravilloso! ¡Con mucho gusto! Tal vez mañana. A Rafaela le dan terror las serpientes. De veras, ¿va a hacerlo ella? Solamente si gana la lotería. ¿Pasa algo? ¡Espero que no! ¿Estás enojado? ¡De ningún modo! ¡Claro que no! ¡Qué lástima! Martín perdió su billetera. ¡No hables de ello!	¿Consiguió Ud. el puesto en el hospital? ¡Maravilloso! ¡Mis felicitaciones! ¿Está gravemente enferma la madre de Vicente? Oh, siento muchísimo saberlo. No podrá asistir a la boda. Estaban muy contentos con su nuevo aparato estereofónico. Siempre ha aborrecido aquel grupo de roc. No podía soportarlo. El comité apreció muchísimo su consideración. Margarita se alegrará mucho de conocerle cuando va a la tertulia. ¡Quisiera dejar de hacer eso, por favor! Les molesta a los vecinos.	Siento que perdiera su gato. No podía creer lo que decía el locutor. Evidentemente aborrece los deportes. Temo que haya una tormenta. ¡Qué lástima que esté lloviendo! Me dió tristeza saber que se había muerto su padre. ¿Cuando tuvo lugar la pompa fúnebre? El director sentía que no pudiera ayudarle, a pesar del resultado de la prueba. Felipe estaba furioso que le hubieran robado su coche. Si Alfonso me lo hubiera dicho, me hubiera sentido igual. Hágame el favor de no preguntarme ahora; apenas podría hablar de ello. Esperaba que le invitaran a esquiar este fin de semana. Está aburrido porque no tiene nada que hacer. ¡Era rídiculo pedirle que pagara esa suma! No teniendo dinero, no pudo hacerlo.

CONCEPT #9 Emociones, sentimientos y deseos

YEAR 1		YEAR 2		YEAR 3/OAC	
RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular and plural	nouns	- expressing possession - used as adjectives		
pronouns	- subject - direct object - indefinite	pronouns	- demonstrative	pronouns	- object of a preposition - relative
verbs	- present - interrogative - imperative - simple past - modals (want) - dependent infinitive	verbs	- future - perfect - polite conditional - modals expanded - infinitive constructions	verbs	- any useful tense - any needed mood - participles - passive voice - gerunds (verbal nouns) - tense sequence
adjectives	- predicate - exclamatory	adjectives	- with the noun - demonstrative - possessive		
adverbs	- modifying the verb	adverbs	- modifying an adjective		
other elements	- prepositions - negation			other elements	- subordinate conjunctions - noun clauses - adverb clauses - indirect discourse

RELATED VOCABULARY AREAS

exclamations; vocabulary to express: pleasure, displeasure, congratulations, gratitude, hope, disappointment, despair, anger, fear, worry, regret, grief, sympathy, confidence, uncertainty; situations: tests, examinations, sports, shows, parties, lottery, funeral, hospital, wedding, concert, drama, television, hiring, firing, raise

CONCEPT #10 Juicios y opiniones

YEAR 1	YEAR 2	YEAR 3/OAC
EXAMPLES	EXAMPLES	EXAMPLES
¡Buen trabajo!	Ud. tendrá razón.	Se prohibe estacionar en esta calle.
Me gustan las matemáticas.	Por lo que a mí me toca, primero debiéramos terminar esto.	Los padres de Luis no aprueban que Marta fume.
¡Qué caballo tan hermoso!	Según Ramón, el álbum de Antonio es mejor que el mío.	Es la única persona que puede ayudarme.
Nuestro perro es inteligente pero perezoso.	Tenemos que comenzar a las ocho de la mañana.	Esa fue la mejor película que he visto en mi vida.
Tú no tienes razón. Te equivocas. Yo no estoy de acuerdo.	Te perdonaré esta vez pero no lo hagas otra vez.	El inspector dudaba que ellos pudieran vender esa máquina; estaba defectuosa.
Catalina escribe muy bien.	Creo que Ud. ha marcado el número equivocado.	Ud. habla al caso, pero todavía no me han convencido.
Paco no puede aguantar los gatos.	Yo no tengo la culpa; la culpa es de Guillermo.	Estaba seguro de que ese hombre era el hermano de Alicia. El se parece a ella.
¿Qué le parece? Me gusta.	Este ensayo es claramente superior a ése.	A pesar de mi mejor juicio, fui con ellos.
¡No fume usted por aquí!	Apreciaba lo que los profesores hacían por él.	El entrenador habría aprobado nuestros planes.
A mi parecer, las preguntas son demasiado difíciles.	La clase alabó al estudiante que ganó el premio.	A causa del esfuerzo que Ud. hizo, Ud. fue el que más dinero recogió.
¿Quién dió la respuesta correcta? La dió Dolores.		Ud. debiera dejarme explicar mi parte.
		¿Creía Ud. que ganara Carmen?
		Es posible que lleguen tarde.

YEAR 1	YEAR 2	YEAR 3/OAC
CONCEPT #10 Juicios y opiniones (continuación)		
EXAMPLES	EXAMPLES	EXAMPLES
		Si fuera mi decisión, compraría el rojo. Se recomienda que alguien esté allí por anticipado.

OMMUNICATIVE CONCEPTS PLANNING OUTLINE: SPANISH

CONCEPT # 10 Juicios y opiniones

YEAR 1		YEAR 2		YEAR 3/OAC	
RELATED GRAMMAR		RELATED GRAMMAR Year 1 plus:		RELATED GRAMMAR Year 2 plus:	
nouns	- article + noun - singular and plural	nouns	- expressing possession		
pronouns	- subject - direct object - interrogative	pronouns	- object of a preposition - relative - demonstrative - possessive	pronouns	- indefinite
verbs	- present - interrogative - imperative - simple past - modals (can) - dependent infinitive	verbs	- future - past continuous (imperfect) - modals expanded	verbs	- any useful tense - any needed mood - participles - passive voice - tense sequence - gerunds (verbal nouns)
adjectives	- predicate - with the noun - exclamatory	adjectives	- demonstrative - possessive - comparative	adjectives	- superlative
adverbs	- modifying the verb - modifying an adjective - modifying another adverb				
other elements	- prepositions - negation - coordinate conjunctions	other elements	- subordinate conjunctions - noun clauses - adjective clauses - adverb clauses	other elements	- impersonal expressions - indirect discourse

RELATED VOCABULARY AREAS

simple expressions of opinion: agreement, disagreement, approval, disapproval; modal verbs expressing possibility, obligation, wish, permission; expressing usefulness, value; classroom management: discipline, rules, regulations, code of behaviour

CULTURE TOPICS

This outline of cultural content is organized into eleven topics, with a series of questions on each. The questions are not specific to a particular culture; the answers which the teacher develops with students will be. Those answers, for the particular language, will constitute the cultural component of that language curriculum.

The questions have been designed to permit teachers a high degree of flexibility in preparing this component of their course. It is not intended that all of the suggested topics or subtopics be included in the curriculum for a particular language. Teachers may choose from among the topics and subtopics to provide for their students a selection of cultural assignments that relate to each other and to the course.

Students of modern languages across Ontario have diverse backgrounds. Some live in an environment which exposes them to the language almost constantly; for others, exposure may be only occasional; still others may be learning the language for the first time. Where the background and milieu of the students permit, the discussion of culture topics should draw on the students' general knowledge.

If the language being studied is a European, eastern, or oriental language found in a community in Canada and also in a country or countries outside Canada, the following questions should be used to examine the culture in both the Canadian and the overseas settings, and to consider the differences and similarities. Where changes in cultural patterns are noted, students should consider why they have occurred. This is particularly important when students in the class are members of this language community.

While community characteristics can be generalized to some degree, teachers should ensure that individual variations within a language community are recognized and avoid treating the cultural community as though it were a uniform whole.

1. SOCIAL INTERACTION

Patterns of politeness and respect

- What expressions and gestures are used to address
  - an older acquaintance,
  - a younger acquaintance,
  - an older stranger,
  - a younger stranger,
  - a close friend in the peer group?

1. SOCIAL INTERACTION (continued)

Patterns of politeness and respect (continued)	- What expressions and gestures are used to address . parents, . younger brothers and sisters, . grandparents, . aunts and uncles, . cousins?
	- What expressions and gestures are used when greeting, introducing or taking leave of the acquaintances, strangers, and family members listed above?
	- What expressions are used to interrupt, apologize, thank, congratulate the people listed above? When is it permissible to interrupt? When is it not acceptable?

1. SOCIAL INTERACTION (continued)

Patterns of politeness and respect (continued)	- What are some current gestures and some slang and colloquial expressions used to express emotions such as surprise, anger, fear, sympathy, disappointment, enthusiasm, annoyance, delight?
	- What are some jokes, idiomatic expressions, sayings and proverbs used in this language? What is their significance? When are they used, (e.g., to reprimand, to educate, to encourage, to comment)?
	- In what posture and how close does one stand when addressing each of the people listed above? Where does one look when addressing or listening to each of them?

1. SOCIAL INTERACTION (continued)

Patterns of politeness and respect (continued)	- What is the appropriate tone of voice and rate of speech when . explaining, . disagreeing, . requesting, . refusing, . denying, . persuading, . enquiring, . warning, . directing, ...?
Communicating by telephone or mail	- What is the the importance of the telephone within the country where the target language originates? Does every home have a telephone? Is there some reason why telephones are not common? For what purposes is the telephone regularly used?
	- What are the steps in making a phone call . on a private phone, . on a public phone?

1. SOCIAL INTERACTION (continued)

Communicating by telephone or by mail (continued)	Is a phone directory usually available? How is it used? - How are long-distance calls made within that country? - How are long distance calls made from Canada to other countries where this language is spoken? - What type of mail service exists in the country where this language is spoken? Are there special occasions during the year when it is particularly important to people in this group to make contact with relatives and acquaintances by mail? When? Why? Are letters used, or are

1. SOCIAL INTERACTION (continued)

Communicating by telephone or mail (continued)	special letters, special telegrams or special greeting cards sent? See also Family: Tradition and ritual, page 10.
Socializing	- What are some common after-school activities for young people in the language community? Do they . participate in extra-curricular activities, . play sports, . meet friends, . work on hobbies, . work at jobs outside the home, . help out at home?

1. SOCIAL INTERACTION (continued)

Socializing (continued)	- What are some of the major sports enjoyed in this language community? What is the attitude toward competition? Who plays? - What are some traditional games played? How are they played? When are they played? By whom? - Do people who speak this language usually establish a community centre? Do young people usually meet there? How often? When? What are some of the activities in the community centre? - Where are boys and girls and young people permitted to meet each other? Is supervision a requirement? If so, what kind of supervision is usually required?

1. SOCIAL INTERACTION (continued)

Socializing (continued)	- Are young people permitted to date? What is the acceptable age for dating? How is a date usually arranged? - Do the socializing conventions for young unmarried people in this language community conflict with other socializing patterns with which they are in contact? If so, in what way? How are these conflicts resolved? - What are the customs and rituals connected with engagement and marriage in the language community? Consider . choosing a partner, . dowry, . gifts, . ceremonies, . festivities.

2. FAMILY

Organization and structure

- What are the general patterns of family organization found in the language group? Does only the nuclear family live together or does the extended family live together?

- What are the functions and responsibilities within the household of
  . father,
  . mother,
  . older children,
  . younger children?
  Who has the main decision-making role within the family?

- What provisions are made for child care within the family? Who has the major responsibility for the children?

2. FAMILY (continued)

Organization and structure (continued)	- Is there a contrast between the life-styles of older and younger generations in the family? If so, what is the contrast? How is it resolved?
	- What is the status of grandparents and older relatives within the family? Does the older generation live within the household? Does the older generation participate in household responsibilities such as meal preparation, shopping, or child care?
Tradition and ritual	- What is the place of tradition and ritual in the family? Are these traditions and rituals related to observances of significant

2. FAMILY (continued)

Tradition and ritual (continued)	occasions such as holy days, birthdays, namedays, or feast days? How are such occasions observed by the family?
	- What are some common superstitions and taboos found in the family and in the language community?
Life cycle	- What are the significant events in the life of the individual (e.g., birth, entrance into adulthood, marriage, death)?
	How is each event observed in the family and in the community?

3. FOOD AND DRINK

Meal patterns

- When are meals eaten? Who prepares them? What is the main meal of the day? What are some of the dishes and beverages found in these meals?

- What is the order in which the food is served at the main meal? What is the customary table-setting at the main meal? What are acceptable table manners during this meal?

Food: tradition and ritual

- For what occasions are traditional festive meals prepared (e.g., for religious events, to celebrate important life experiences, to celebrate occasions special to that language community)?

3. FOOD AND DRINK (continued)

Food: tradition and ritual (continued)	- What are some of the traditional dishes? What is the significance of these dishes? Can students demonstrate how they are prepared?
	- What rituals are connected with these festive meals? Are there toasts, blessings, special songs, prayers? How is the toast proposed or the blessing given?
Food and socializing	- Are any meals or snacks eaten outside the home? When? Are these meals or snacks eaten in special cafes and restaurants? Are these eating places also significant as social clubs and meeting places? Do both men and women eat in these places?

3. FOOD AND DRINK (continued)

Smoking and drinking	- What are the cultural values and attitudes of people in this language group toward smoking and drinking? Are these considered taboos for certain members or age groups? Are they related to any rituals or traditions? Which ones?

4. PERSONAL APPEARANCE AND POSSESSIONS

Traditional dress	- What is the traditional dress for men and women? Are there different styles for different regions of the country where the language originates?
	- What is the significance of this special clothing? What are its origins (e.g., folk tales, handicrafts)?

4. PERSONAL APPEARANCE AND POSSESSIONS (continued)

Traditional dress (continued)	- What is the function of the various parts of the traditional dress? Is any of this traditional dress worn today? When?
	- Are special outfits worn for special occasions, such as weddings or funerals? What are these outfits? Are they worn today?
	- What is the role of cosmetics and make-up in the culture? Is make-up used for theatrical or religious purposes?
Prized possessions	- Are there some special possessions which are handed down from generation to generation within the community (e.g., heirlooms, jewellery, books, amulets)?

4. PERSONAL APPEARANCE AND POSSESSIONS (continued)

Prized possessions (continued)	Are special possessions put aside for a dowry? What are they? Are special possessions transferred from family to family during a marriage ceremony? What kind? Are special possessions given to a young person during a coming-of-age ritual? What are they? Do any of these possessions have symbolic or religious significance? What is this significance?
	- What are considered status symbols by young people in the community (e.g., cars, video-cassettes, video-games, etc.)? What is the attitude of the older generation toward these symbols?

4. PERSONAL APPEARANCE AND POSSESSIONS (continued)

Prized possessions (continued)	- Does the older generation have any status symbols? If so, what are they?

5. ENVIRONMENT AND GEOGRAPHY

Topography	- What are the major areas where this language is spoken?
	- What are the characteristic geographical features of these areas: lakes, mountains, rivers, regions, location of major cities?
	- What is the climate in the various regions?
Transportation	- What are the main travel routes to and from major regions where the language is spoken? What are the main travel routes within the region?

5. ENVIRONMENT AND GEOGRAPHY (continued)

Transportation (continued)	- What are the main forms of transportation?
Economy	- What is the main economy of the regions where the language is spoken?
	- How industrialized are the regions where the language is spoken? What are the major industries?
	- Is agriculture an important aspect of the economy? What type of agriculture is found in the various regions?
	- Is the country where the language is spoken primarily an exporter or importer (or both)? Why? What are some of the main export products? Where are the products exported to? What are some

5. ENVIRONMENT AND GEOGRAPHY (continued)

Economy (continued)	of the main import products? Why are these products imported?
	- How is the economy organized? Is there free enterprise or state control? Are small businesses or large enterprises characteristic of the economy?
	- What training is required for typical jobs in the economy? How is this training acquired?
Relationship to environment	- How do people in the country adapt to their natural environment? What does this indicate about their relationship to nature?
	- What is the people's attitude to land, natural resources, and urban conservation?

5. ENVIRONMENT AND GEOGRAPHY (continued)

Relationship to environment (continued)	- Do the literature and traditional customs reflect an attitude toward the environment? What is it?
	- What is the attitude of official institutions such as government and schools toward the environment?
Lifestyles	- What are the main characteristics of the lifestyle in major cities in the country or countries where this language is spoken?
	- What are the types of buildings, daily life routines, land-use patterns, etc.?
	- Is there an urban and suburban lifestyle? What are they? How are they recognized?

5. ENVIRONMENT AND GEOGRAPHY (continued)

Lifestyles (continued)	- Where are major cities located and why? How have the cities changed over time? How do areas within cities differ from one another?
	- What are some main characteristics of rural life in the country where the language is spoken. What are the types of buildings, land-use patterns, daily routines, recreation patterns, etc.?
	- Is there a population shift in the country where this language originates? Where to? Why?
Comparisons with the community in Canada	- How does the urban or rural life of the country of origin compare with life led by this language group in Canada in

5. ENVIRONMENT AND GEOGRAPHY (continued)

Comparisons with the community in Canada (continued)	. organization of the community, . types of buildings, . daily routine for adults, youth, and children, . job patterns and changes in employment? - Is the language group undergoing a population shift within Canada? Where to? Why? Where did the grandparents or parents first live in Canada? Where did they work? Where do the adults live and work today? Why? - Would new immigrants be likely to settle on a farm or in a city today? Why?

6. EDUCATION

General organization

- How is schooling organized in the country where this language originates? What is the starting age? What is the length of a school day? Where is the school located in relation to the home?

- How many different types of school are there at the elementary and secondary level (e.g., gymnasium or classical, technical, vocational, religious, etc.)? What are some main features of each? How many years of study are needed in order to graduate from each of these schools? What types of careers or post-secondary education do these different schools lead to?

6. EDUCATION (continued)

General organization (continued)	- Can people develop career skills through apprenticeships in the country where this language originates? What kinds of skills are learned in this manner? Who is the instructor?
	- How is the school day organized at the secondary level?
	- Do students participate in the decision-making of the school? Are students politically active? Is this political activity expressed through the school structure? If so, how?
	- How formal or informal is the relationship between teachers and students

6. EDUCATION (continued)

General organization (continued)	. in a secular secondary school, . in a religious secondary school, . in an apprenticeship? How can one recognize the degree of formality in this relationship? How does one address the teacher in each of these settings?
	- What is the general attitude of the language group toward education? Is education an important social value? Is one type of education more valued than another? If so, which one and why?
	- In what way does the education system in that country contrast with the education system in Ontario?

7. TECHNOLOGY AND SCIENCE

Adaptation through technology	- How has the community used technology to adapt to its environment (e.g., snowmobiles where winter climate dominates, irrigation systems in arid climates, computer technology in large countries with widespread communities, etc.)?
Innovators	- Who are some of the members of the community who have made a contribution to the development of technology or science in the past?
	- Who is making a new contribution to technology or science today? What has been their contribution? How has this influenced the community and society outside the community?

7. TECHNOLOGY AND SCIENCE (continued)

Innovators (continued)	- How have new technological and scientific developments influenced the life of the community? Has the life-style changed? In what way (e.g., more leisure time, shift of social values, more communication between groups, shift from agricultural to urban settings, development of new industries)?
	- Has the community resisted changes which could result from technology or science? If so, in what way? Why?

8. INSTITUTIONS

Social	- What are the main social institutions in the community? What is their purpose? Who are the members? How are these institutions organized? Why do people in the community use these institutions?
Financial	- What are the main financial institutions in the community? What is their purpose?
Political	- What are the political institutions in the community? What is their purpose? Is there a relationship involved between the politics in a country of origin and in the Canadian community? If so, what is the relationship?

8. INSTITUTIONS (continued)

Political (continued)	- What are the general views of the community on the roles of labour and government in society? Are there historical reasons for these views?
Religious	- What are the places of worship in the community? How does one recognize a place of worship? When does one worship in these places? What are some of the holy days or special events which take place in the place of worship?
	- What are the religious practices and observances of the community during these special days or events?

8. INSTITUTIONS (continued)

Religious (continued)	- Are there daily religious practices followed by the community? What are they? Are the practices the same for men and women? If not, what are some differences?
	- Is there a special day observed by the community during the week? What day is it? What are the traditional religious practices observed during this day?
	(Teachers may want to use this occasion to discuss some of the special days and related traditions for other communities in Canada.)

9. HISTORY AND CIVICS

Major historical events	- What is the background of the people as told through recorded history, myths, folktales? What are the significant events in the history of the people? Who are the key figures connected with these significant events? How are these events remembered and observed (e.g., recorded history, oral history, special customs, rituals and events, literature and song, the arts)?
Government and society	- What was traditionally the major government structure in the country? Has it changed in modern times? How? What is the type of government today?

9. HISTORY AND CIVICS (continued)

Goverment and society (continued)	- How is the government similar to and/or different from the Canadian system of government? (Teachers may want to use this occasion to discuss the rights of the individual citizen in Canada and the Bill of Rights.)
Patterns of immigration	- What has been the pattern of immigration to Canada for people of this language? When did they come to Canada? Why? Were their reasons economic, political, social, or religious? Where did these people settle in Canada? - What difficulties did they have to overcome (e.g. language, culture shock, stereotyping, etc.)?

9. HISTORY AND CIVICS (continued)

The community in Canada	- How has the culture of these people changed in Canada? - How has their culture influenced other groups in Canada? - What are some of the experiences shared with other culture groups that immigrated to Canada? - What has been the contribution of people of this language group to Canada in . the arts, . science, . government, . the expansion and development of Canada? (Teachers may use this occasion to discuss some of the contributions of other immigrant groups in these areas.)

9. HISTORY AND CIVICS (continued)

The community in Canada (continued)	- How do these people maintain contact with their language group . within the community, . within Ontario, . across Canada, . in its country of origin?

10. THE ARTS

Classical	- What are some significant examples of the classical music, art, drama, literature, and architecture of this language group from . the community's history, . today?
	- What are the major characteristics of the examples in music, art, drama, literature, and architecture mentioned above?

10. THE ARTS (continued)

Classical (continued)	- Who are some of the originators of these achievements: the composers, artists, dramatists, writers, architects? What are some unusual or unique biographical facts about them? Where did/do they live? Why are they remembered and respected?
Folk and popular	- What are some typical examples of the folk culture of the community (e.g., folk music and dance, folk tales, folk drama, folk heroes, folk art, handicrafts, popular theatre, popular music, popular art)? - What are the distinctive characteristics of these examples?

10. THE ARTS (continued)

Folk and popular (continued)	- Is there a particular animal, bird, or plant that has special symbolic significance for the culture? If so what is it and how is this significance shown in the folk art?
	- Where in Canada can one find examples of the folk and popular music, theatre and art of the community?
	- Can students demonstrate some of these arts and crafts?
General significance	- What is the importance of the arts . to the individual, . to the community as a whole, . to others beyond the community?

11. THE MEDIA

Resources	- What media resources are available in the community (e.g., radio and television programs, magazines and newspapers)? Are these resources readily available?
Print media	- What are some of the major newspapers in the language community? Are there noticeably different types of newspapers and magazines (e.g., more oriented to general news, to community news, or to commentary; more oriented to a young readership or an older readership)? How can one recognize these differences (e.g., by checking the headlines, layout, types of articles, number and kinds of photos)? Which magazines or newspapers are most popular with teenagers? Why?

11. THE MEDIA (continued)

Print media (continued)

- Is there a favourite cartoon character or comic series? What is it? Who reads this cartoon or comic series? Why is it so popular?

- What type of advertising does one find in these magazines and newspapers? What aspects of the community's culture are revealed through these advertisements? How does advertising portray men and women? Are any products advertised that are well-known in Canada? If so, do the advertisements differ? How?

- How do magazines and/or newspapers in this language compare or contrast with Canadian print media
  - . in content,
  - . in viewpoint,
  - . in layout,
  - . in price?

11. THE MEDIA (continued)

Television	- Is television accessible to everyone? How much time does a teenager usually spend watching TV? When are programs available? What types of programs are available for teenagers? What is a favourite teenage program?
Popular artists	- Who are some popular TV stars? Why are they so popular? Who are some major popular recording artists? What are some examples of their music?
Videotapes and computer games	- Are videotapes and micro-computer games a form of recreation in the community? If so, do both adults and young people play these games? What is the general community attitude to video-tape and microcomputer games as a form of recreation?

SAMPLE ASSEMENT INSTRUMENTS

EVALUATION OF ORAL AND WRITTEN ASSIGNMENTS

The following sample outlines may be used for the evaluation of oral presentations or interviews and written assignments. The teacher will convert the total mark for an assignment to give it an appropriate weighting within the year's program.

Scale for oral evaluation						
CONSIDERATIONS	TOTAL POSSIBLE: 50 or 60					
CONTENT: 20						
- information/ideas	0	1	2	3	4	5
- personal understanding/comments	0	1	2	3	4	5
- organisation	0	1	2	3	4	5
- interest/originality	0	1	2	3	4	5
PRESENTATION: 10						
- delivery (expression, gestures, support material)	0	1	2	3	4	5
- spontaneity	0	1	2	3	4	5
LANGUAGE: 20						
- choice of sentence structure and vocabulary, ability to express ideas within personal language competence	0	1	2	3	4	5
- grammatical accuracy	0	1	2	3	4	5
		6	7	8	9	10
- pronunciation/intonation	0	1	2	3	4	5
TOTAL: 50						
Group discussion of presentation (optional)	0	1	2	3	4	5
		6	7	8	9	10
TOTAL: 60						
COMMENTS:						
STRENGTHS:						
AREAS FOR IMPROVEMENT:						

Scale for written evaluation	
CONSIDERATIONS	TOTAL POSSIBLE: 50
CONTENT: 20	
- information/ideas	15
- personal understanding/creativity	5
ORGANISATION: 15	
- introduction	3
- development	3
- conclusion	3
- sequencing of ideas	3
- clarity	3
LANGUAGE: 15	
- choice of sentence structure and vocabulary, ability to express ideas within personal language competence	5
- grammar, spelling	10
TOTAL: 50	
COMMENTS:	
STRENGTHS:	
AREAS FOR IMPROVEMENT:	

EVALUATION OF GROUP WORK

Some group work will be evaluated informally as a regular part of class interaction. The evaluation of major assignments should be based on the suggested oral and written outlines above. It should also include a component for the assessment by students of their own contribution and the work of the others in the group. Students can use the following outline to evaluate themselves and their peers in group work.

Scale for evaluation of group work

Evaluator: _____ Class: _____

Subject/task: _____ Date: _____

Group: _____

CONSIDERATIONS	POSSIBLE MARK	Names of participants 1	2	3	4	5
Contribution to work of group	5					
Help given to others in organising the work and revising language	5	Me				
Persistence in use of target language	5					
Quality of language	5					
TOTAL POSSIBLE	20					

EVALUATOR'S COMMENTS:

TEACHER'S COMMENTS:

Self-Evaluation of Personal Growth and Job Skills [2]

Give yourself a mark on each of these questions. Total your score out of 50 at the bottom.

		Yes		Sometimes		No
1.	Do you arrive on time for classes?	5	4	3	2	1
2.	Do you attend classes regularly?	5	4	3	2	1
3.	Do you come to class with your textbook, notebook, and pen, ready to work?	5	4	3	2	1
4.	Do you try your best in lessons, assignments, and tests?	5	4	3	2	1
5.	Do you listen and speak politely during lessons, games, and conversations?	5	4	3	2	1
6.	Do you work cooperatively with others on projects and tasks?	5	4	3	2	1
7.	Do you complete tasks that are given to you or that you agree to do?	5	4	3	2	1
8.	Do you accept politely people who are different from you?	5	4	3	2	1
9.	Do you accept advice about improving in this subject?	5	4	3	2	1
10.	Can you make other people understand what you want, and how you feel?	5	4	3	2	1

Total: _____

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2. This instrument is adapted from the Evaluation of Performance used at Castle Frank High School, Toronto Board of Education. It is used periodically throughout the year.

Teacher Evaluation of Personal Growth and Job Skills [3]

Student: _____ Course: _____

Teacher: _____ Date: _____

Teachers may want to have students use this form to evaluate themselves before they discuss their personal growth with the teacher.

Attitude

4 High interest, very enthusiastic
3 Average interest and enthusiasm
2 Little interest and enthusiasm
1 No interest or enthusiasm

Attendance

3 Regular
2 Absent on occasion
1 Frequently absent

Punctuality

3 Always on time
2 Occasionally late
1 Frequently late

Preparation for Class

2 Brings required material and equipment
1 Often does not bring required material and equipment

Relations with Others

4 Very compatible with everyone
3 Works well with others
2 Gets along satisfactorily
1 Unsatisfactory

Participation

5 Excellent
4 Very Good
3 Good
2 Needs Improvement
1 Weak

Work Habits

4 Self-starter - seeks work
3 Good worker - attends to task at hand
2 Satisfactory - requires some urging
1 Unsatisfactory - requires frequent guidance

Total /25

Overall Performance _____|_____|_____|_____
Excellent Good Satisfactory Unsatisfactory

This evaluation has been discussed with the student ____Yes ____ No
Student Signature _____
Comments: _____
_____
_____

3. This instrument is adapted from one used at Clarke High School, Northumberland and Newcastle Board of Education.

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